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ABSTRACT

This guide shows teachers how to offer successfully a food service program as part of the home economics curriculum. It describes a rural, secondary-level food service program--a bakery service offered to the community--and gives step-by-step instructions for starting the program as well as guidelines for developing it each year. The first section discusses establishing the program, including facilities and equipment, scheduling and enrollment, teacher organization, and financial requirements. The second section provides a concept outline and general calendar as the basic framework for a two-year food service curriculum. Student objectives are listed. Operating the food service program is the focus of the third section. Topics covered include ordering supplies and groceries, safety and sanitation, cleaning and maintenance, student job assignment, menu planning, shortcuts to production, recordkeeping, selling procedures and policies, profits, and public relations. A section of selected resources lists some sources of technical assistance, textbooks, reference books, and suppliers of instructional materials, food service, equipment, and groceries. Appendixes include sample menus and job assignments, and recordkeeping, order, and student employee evaluation forms. (YLB)

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COOKING UP A FOOD SERVICE PROGRAM IN RURAL ALASKA

Guidelines for

Consumer and Homemaking Education

Prepared for the

Alaska State Department of Education

By

The Northern Institute

for

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FOREWORD

Do yourself a favor. Take a few minutes and relax. Fix a nice hot cup of tea, get comfortable in a favorite chair and put your feet up. Enjoy a few minutes of peaceful solitude. Let your mind wander and don't let your thoughts dwell on the things you have yet to complete today, tomorrow or this weekend. Breathe slowly and relax your muscles.

Now that you're released from the tensions of the day, take a few moments to reflect. Are you satisfied with your Home Economics program? Does it still retain its "spark" and excite students year after year? Is your curriculum relevant for the students in your village or community? Do you look forward to teaching next year's program?

If you answered "no" to two or more of the above questions, you might be interested in finding out more about setting up a food service program as part of your Home Economics curriculum. Even if your program isn't suffering from the "blahs" - you might still be interested in such a program because any good curriculum can be better!

Food service is a program which has been around for some time. Ask any "veteran" food service instructor, and she/he will gladly tell you about the benefits of a successful food service program. For a variety of reasons, these instructors felt their Home Economics programs were in need of revitalization. Starting with a few students, the first years were

small operations. As new ideas were suggested and incorporated into following years, the programs grew. Kitchens, once sparcely equipped, now have all the latest in commercial equipment. An initially small clientele has expanded so much, students can hardly keep up with all the orders. Most of these teachers would say they were no more prepared than you to begin a full-fledged food service program. However, by progressing one step at a time, the spark of one idea grew into programs that have become very successful and truly rewarding for teacher and student alike.

This guide will show you how to successfully offer this motivating ingredient in any Home Economics curriculum, in any

situation. It describes a rural, secondary level food service program and gives step-by-step instructions for starting the program as well as guidelines for developing it each year. The program doesn't require unwieldly energy or financial resources to begin. Follow the organizational and operational instructions as is, or if necessary, adapt to better fit your school or community.

To make best use of the guide, read through the entire guide briefly but carefully. Take each step and make a preliminary plan that will fit into your schedule, your school and your community. The program is laid out in stages but you may want to accelerate the steps and combine several stages at once. Whichever approach you take, your motivation will be rewarded with a dynamic, inspiring program that you will thoroughly enjoy!

INTRODUCING . . .

THE BUSY BAKER'S BAKERY!!!

INTRODUCTION

The sweet aroma of frying doughnuts and baking rolls greets the visitor to Hoonah High School. Upon approaching the building, the smells grow irresistable and lead one into a large, bright yellow classroom buzzing with activity. Over the crooning of Abba's latest tape, the sounds of students working to complete this week's bakery orders can be heard...

"The front burner's hot in Unit 1," warns Jackie as she completes her candies and hurries to place them on waxed paper before they harden.

"Who's selling with me today?" asks Ralphenia.

"Who needs help?" Tyke asks as he completes his dishes and tosses his towel in the washer. "Mrs. Shelton, do you want me to make up the cash box?"

"Hot trays coming through!" exclaims Venita as she places a tray of steaming cinnamon rolls on the glazing table.

"How do you spell Michael?" asks Janice as she pauses from putting the final writing on a freshly decorated birthday cake.

"There are rejects on the table for the Bakers when we're done," Carol announces.

"Any more dishes to wash?" Renner asks as he prepares to finish up his work area.

The next ten minutes are taken with students clearing counters, picking up towels, wrapping orders, covering selling trays and completing individual time sheets. At 11:55, the room is quiet and another week of the Busy Baker's Bakery is over.

The Busy Bakers' Bakery is the food service program at Hoonah High School - a small, rural Southeastern Alaska school with an enrollment of 85 students. The Bakery was begun in 1974. The first year of operation was small with a total of five students in two separate classes. Equipment included one kitchen range, a six cubic foot refrigerator and fewer cooking utensils than the average domestic kitchen. The program has grown each year and now boasts an enrollment of thirteen students, modern kitchen units and industrial equipment for mixing, baking and frying.

Each Thursday and Friday, the Busy Bakers' Bakery (better known as the Busy Bakery) offers a bakery service to the community. Prior to these two days, orders are taken from students, school faculty and people from the community. Standard orders are taken as well as special orders such as decorated birthday cakes, cookies and cakes for open houses or refreshments for organizations' meetings. The group caters for several large community events occurring throughout the year. Periodic dinner and

luncheon sales are also offered to the community to provide training for the students in quantity meal preparation and meal service.

The Busy Bakery meets two hours per day which helps facilitate the completion of the many bakery orders and activities in which the group gets involved. Three days of each week are spent studying techniques of food preparation. Text assignments, food experiments, films, lectures and demonstrations are used to give a multitude of learning experiences in the field of food service. Students are also drilled in spelling and in math areas such as equivalent measurements, fractions, increasing and reducing recipes and counting change.

Running a food service program is no easy task. Although the Busy Bakery program requires a lot of effort on the part of both the teacher and students, it is a popular class with students. Like any program, there are those small headaches that have to be dealt with on a day-to-day basis. But the overall benefits far outweigh such problems. And EVERYONE benefits from the program - students, school and community!

STUDENT BENEFITS

* students gain experience in working as an actual "employee" of a food service operation and upon completing the program, come away with entry-level skills

* the group identity which comes from participating in the program helps build students' self-confidence

* profits are made after the program has been underway a few years and the students partake of these profits either as money paid for work done or in the form of field trips for career development

* students gain a multitude of skills that will help them in both school and work - organization, cooperation, self-direction, initiative, etc.

* students gain recognition through participation in FHA/HERO and VICA leadership activites

SCHOOL BENEFITS

* increased enrollment in the Home Economics program and a high interest level which has a tendency to carry over into other Home Economics areas

* the vocational curriculum is strengthened by the occupational aspect of the program

* schools may use the food service class to provide services for school activities

* income derived from the food service activities may be used to purchase texts, equipment and supplies for further expansion of the program if other monies are not available

* the food service program is an excellent place for the incorporation of FHA/HERO and VICA - leadership is built into the program and continually reinforced

COMMUNITY BENEFITS

* the community will gain high school graduates who have shown themselves to be capable of employment and who have realistic expectations of jobs and employers

* graduates who enter the community job market have positive attitudes toward employers and the world of work

* services will be available to the community which might not be served by private firms

* villages or communities which have restaurants, cafes or motels will have a group of students graduating each year who are trained to enter the food service profession

These are just a few of the tangible benefits to be experienced from the food service program and there are more, less tangible ones that are not immediately evident. The Busy Bakers' Bakery is an ever-changing program. Each year sees new students entering the program with divergent personalties, ideas and initiative. Each year involves different activities and new ideas which is a large part of its popularity with students and the teacher. Students are actively involved in the decision making and the management of the program so they see their ideas implemented in the Bakery. The possibilities are endless and the program continues to be flexible and sensitive to student, school and community needs.

ESTABLISHING A FOOD SERVICE PROGRAM

Think of the students in your school who have spent several years in Home Economics programs. Are they eager to learn? Willing to take on added responsibilities? Anxious to participate? Now - picture them efficiently operating a student bakery. They are eager to spend extra hours to present dinners to the community. Financial records are neatly and accurately kept. Managerial and even cleaning responsibilities are willingly accepted. This isn't an unrealistic picture---these are all part of a high school food service program. To establish such a curriculum boost in your school, follow the steps outlined on the following pages. It's really not a traumatic ordeal to implement this invigorating idea. It just takes time for preplanning and organization.

There are very few inflexible requirements to start a food service program. Basically, there will need to be a teacher, either a home economics classroom or a facility which can be shared (such as a cafeteria) and students to participate. The program can be started with what is already available. For instance - instructional materials from the General Home Economics program can be used initially and as additional finances become available (such as from bakery profits), materials specific to this area can be purchased. Is it possible to share equipment with the school cafeteria? Are there people in the community willing to donate equipment? Think about all the possibilities before deciding that it just isn't feasible to offer a food service program in your school.

The steps to take for setting up a food service program are outlined on the following pages and have been organized into three categories - selling the program, planning/organizing the program and operating the program. The steps listed are not meant to be comprehensive. Rather they serve as a checklist to

facilitate the implementation of the program. Individual schools and communities may require slightly varied methods and/or additional steps, but the basics are given to help the teacher get started and move through the process.

SELLING THE PROGRAM

1) Read through this guide to get an overview of what the program will entail.

2) Determine student goals and objectives.

3) Prepare justification for offering the program - i.e. needs and benefits.

4) Outline a preliminary plan for the first year of operation which should include:
   a) student goals and objectives
   b) instructional areas to be covered
   c) activities to be included
   d) inventory of equipment and space - what is already available, what is needed, what are the alternatives
   e) scheduling of the class - how it will fit into current teaching load
   f) budget - be as accurate as possible

5) Present plan to principal and/or vocational director to obtain her/his approval and support.

6) Meet with local advisory group to get their input and support for the plan.

7) Prepare presentation on program to

superintendent and school board for their approval and support.

PLANNING/ORGANIZING THE PROGRAM

1) Survey the students - explain what program is, determine interest level and get suggestions for baked goods and activities to be included in program.

2) Develop curriculum.
   a) see chapter on Curriculum in this guide

3) Determine equipment, food service supply and instructional needs.
   a) use information from sections in this guide to determine equipment, food service supply and instructional needs necessary to run program the first year
   b) inventory existing equipment and facilities - what is available, compare to what is needed, look at the alternatives (sharing school cafeteria, etc.)
   c) contact individuals in community regarding equipment that can be borrowed when needed - i.e. dishes, glasses, flatware from local church
   d) investigate possibility of community members or organizations helping out with purchase of equipment and supplies - Native Corporation, local bakery, local restaurant, etc.
   e) once all alternatives for equipment and supply needs have been explored, put together a list of items that need to be ordered

PLANNING/ORGANIZING THE PROGRAM

4) Order necessary equipment, food service supplies, groceries and instructional materials.
   a) see Resource section in this guide for names/addresses where these can be ordered

5) Check out physical facility.
   a) see section on Facilities and Equipment in this guide
   b) determine storage needs and locate available space in department or alternate storage space outside department
   c) determine if there are any special electrical requirements and arrange for changes to be made
   d) make sure you meet OSHA requirements

6) Obtain licenses if necessary.
   a) inquire of local government unit regarding need for business license
   b) inquire of district sanitarian regarding need for foodhandler's license (see Resource section for address)

7) Publicize the program.
   a) visit with owner(s) of local bakery and discuss your program goals emphasizing the benefits to him/her in having trained employees available upon graduation
   b) survey local community - explain program and solicit suggestions for most desired products that would be purchased from the student bakery
   c) prepare presentations for local community organizations - present at meetings when possible

OPERATING THE PROGRAM

1) Choose a name for the program.
   a) student input is very important
   b) name creates group identity

2) Set up schedule.
   a) see section on Scheduling and Enrollment in this guide
   b) three days instruction and two days of food preparation works well
   c) keep flexible to allow for unexpected emergencies or events

3) Determine types of baked goods to sell.
   a) use input from student and community surveys
   b) consider time it takes to prepare particular food before including in list - some products will take more than one or two hours to prepare and therefore are not appropriate
   c) consider number of students able to participate
   d) consider amount of money available - some items are very expensive to prepare and do not allow much profit

4) Set price of baked goods.
   a) survey community to determine acceptable prices
   b) discuss with students the consequences of low pricing and overcharging
   c) use price lists of flour, sugar,

eggs and other ingredients in helping students figure preparation cost per item and then determine "mark-up" price which will generate a fair profit

d) keep in mind that the objective of the program is to provide food service training rather than to make a large profit

e) review with students the concept of loss leaders - i.e. chocolate chip cookies are more expensive to prepare than other types such as oatmeal or snickerdoodles, but by keeping the price the same for all, more of entire group will be sold

f) try charging low prices in the beginning of the program and then increasing prices as students gain experience and prepare better quality products

5) Advertise and do public relations throughout the program.

a) see section on Public Relations in this guide

6) Begin instruction.

a) see chapter entitled Curriculum in this guide

b) establish early on in the program that this is a business operation, not a regular classroom situation, and students are "employees" during the operation of the Bakery and must behave as such

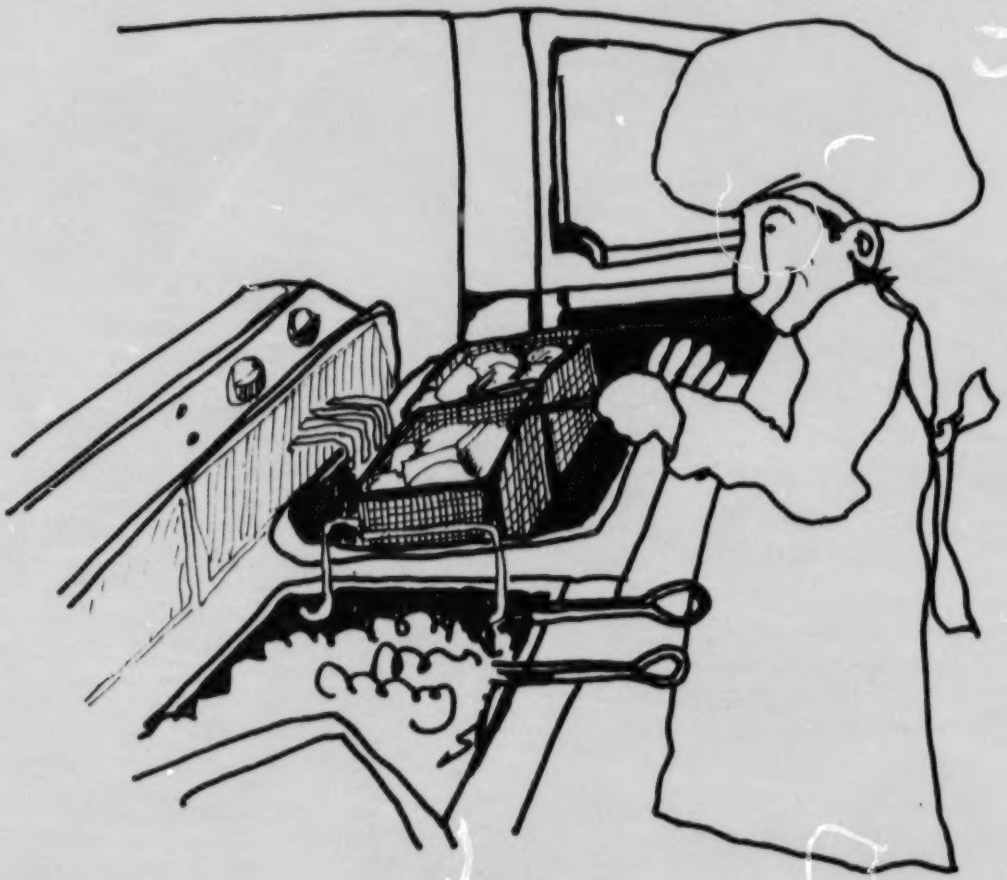
c) allow three to four weeks training time before offering baked goods to the public

d) once students are ready, announce a GRAND OPENING for the Bakery

e) continue instruction and scheduled activities throughout the year as time permits

f) keep in mind that after the first year, the class will be made up of both first and second year students and instruction will need to be individualized

FACILITIES AND EQUIPMENT



The facilities available in the Home Economics classroom and in the school will largely determine the activities possible for the initial stages of the food service program. Of course, if monies are available from the school's general fund, equipment can be purchased and facilities furnished at the beginning of the program.

First, take inventory of all equipment and facilities in the area. If the school has a lunch program, have a chat with the cooks and investigate the possibility of sharing some of their facilities. A large cooler or refrigerator is often part of the cafeteria and can provide valuable cold storage until refrigeration can be purchased for the program. Often

there are monies available for purchasing equipment for the lunch program. As new equipment is bought, look into the possibility of inheriting the old appliances. The Busy Bakery acquired a Hobart mixer and deep fryer in this manner. Although the equipment may be dated, it is certainly still usable for training purposes. If no equipment or facilities exist in the Home Economics department, try scheduling the food service program in the cafeteria during the afternoon after the cooks have finished. This method was initially used by the Busy Bakery and proved to be quite satisfactory. Don't limit your thinking! Each school has different solutions. Be creative and investigate all possible alternatives.

Basically, to begin a food service program, access (shared or purchased) to the following equipment is needed:

1) Refrigerator. The Busy Bakery started out with a 6 cubic foot apartment-sized refrigerator. This was used for one year. The second year, the Busy Bakery shared the cafeteria's cooler and later purchased a 17 cubic foot refrigerator-freezer which is currently used along with the smaller refrigerator. The cafeteria's cooler and large freezer are still used to store large case shipments of eggs, butter, meats and chocolate.

2) Surface Burners/Oven. Initially, hot plates can be used for surface burners and the cafeteria's oven(s) can be used for baking. This is not always convenient, particularly if there are no cafeteria facilities in the school and eventually, ranges/stoves will need to be purchased. The Busy Bakery has one range in each of its three kitchen units and also was able to buy, from bakery profits the third year, a large, industrial convection oven. A unit this size cannot be installed without rewiring the Home Economics room, so keep this in mind when thinking about future purchases.

3) Mixers. The Busy Bakery started their program off with small, portable hand mixers that didn't cost more than $15 each. The portable mixers with the "booster power" setting can mix enough bread dough for three loaves. It is recommended that at least two of these be purchased initially. The Busy Bakery inherited a Hobart mixer from the cafeteria and later purchased 3 small commercial mixers with a 5 quart capacity. The Bakery also purchased 1 large industrial mixer with a 7 quart capacity.

4) Small Kitchen Tools. Numbers to buy depend on number of students and/or kitchen units. This may be equipment that is also part of the general Home Economics foods program.

a) wooden spoons, b) rubber scrapers, c) measuring cups - liquid and dry, d) measuring spoons, e) industrial food scales and measures, f) flour sifters, g) vegetable peelers, h) graters, i) knives - paring and butchering, j) can openers - manual, wall mounted, k) pastry brushes, l) pancakce turners,

m) tongs, n) cookie sheets - regular size, o) cake pans - 9x13, 8x8, 9x9, p) muffin tins, q) cooling racks - 9x15, r) wire whips - 10" and 14", s) colander - 6 and 14 qt., t) serving spoons, u) rolling pins and v) ladles.

5) Cookware. The amount of cookware (pots and pans) depends upon the cooking facilities, the number of students and the foods being prepared. Ideally you want one set of cookware for each kitchen unit. These will be used to prepare sauces, soups, stews, etc. so purchase larger sizes for use in the food service program. Don't be tempted to buy inexpensive cookware. Invest in quality, durable merchandise that will outlive your students' hard use on it. Choose stainless steel and avoid getting cookware with non-stick cooking surfaces. Eventually as the program grows, commerical cookware such as the large stainless steel stockpots will need to be purchased.

6) Mixing Bowls. Buy the best you can afford! These will be used more than anything else and therefore, sturdy quality is a must. Choose ones that are unbreakable (stainless steel), durable and include a variety of sizes. This is one area where buying institutional ones initially is well worth the extra money. The Busy Bakery purchased domestic sets the first year and they were quickly dented, broken and soon replaced. Buy three and five quart sizes for dough rising and eight and thirteen quart sizes for quantity food preparation.

7) Dishes/Glassware. This equipment does not have to be purchased if meal service is not planned in the program. However, if meal service is included, consider the following possibilities. Inquire of local organizations - i.e. church, civic groups, etc. about possibility of borrowing dishes and glasses from them on a temporary basis. Unless you have access to dishwashing equipment or have enough students to allow for a full-time dishwasher during luncheons and dinners, the use of disposable paper plates and cups is very convenient. However, paper plates are informal and not always appropriate for all events. Do not buy breakable china! Either melamine or the new guaranteed unbreakable ceramic dishes work well. It is recommended to buy dinner and salad plates and bowls from a company that allows replacement of individual items rather than entire place settings. The Busy Bakery purchased theirs in this way from Corning which has a special school plan. They chose not to purchase the cups and saucers from the sets due to a too small size and lack of sturdiness. These they purchased through a restaurant supply company. The number of dishes you purchase depends on the number of people to be served, but a good starting point is to purchase two dozen each of plates, bowls, cups and saucers. And since plates will be used more often than bowls and other types of dishes, it is a good idea to buy more of these.

8) Flatware. Flatware is a more important investment initially than dishes. Use of disposable utensils is unsatisfactory because they are easily broken and very expensive to use once and then throw away. Again, the use of flatware may be shared with the school lunch program. However, good prices for flatware are possible through the restaurant supply companies and the utensils wear well and are worth what you pay for them. Purchase 2 to 3 dozen each of knives, spoons and forks for the initial stages, if meal service is planned. If no quantity meal service is planned, a dozen of each should be sufficient to handle small luncheons, etc.

9) Electric Frypan. The acquisition of this appliance at the beginning of the program is highly recommended. This can be used for frying doughnuts much faster than a conventional deep fryer since the cooking area is larger. 10 to 12 doughnuts can be cooked in an electric frypan in the same amount of time it takes to cook 4 to 5 in a deep fryer. The frypan can also be used for surface burners and for meal service in a variety of ways. Purchase at least two in the initial stages of the program.

10) Coffeemaker/Urn. This item may be shared with the school and it is not necessary if meal service is not planned. If buying, purchase a commercial coffeemaker with at least three pots. It is recommended to buy this type of coffeemaker rather than the standard 50-75 cup coffee urn since the freshly brewed coffee is superior to the coffee that may sit for several hours in a coffee urn.

Following are price lists to help you plan for your equipment purchases. List A includes the equipment just described as that which is considered essential to the beginning stages of operation. List B includes equipment which is not essential to the beginning program but will need to be eventually purchased if the program is to grow and more closely resemble food service training skills needed by the profession. Keep in mind that the prices given are based on 1980 dollars and these prices DO NOT INCLUDE FRIEGHT CHARGES. Most of the prices also reflect school/Home Economics discounts.

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LIST A

EQUIPMENT	APPROXIMATE PRICE
bread pans	$3/each
cake decorating equipment	
- couplers for plastic bags	$1/each

EQUIPMENT	APPROXIMATE PRICE
cake decorating equipment (cont.)	
- brushes for cleaning tube tips	$.80/each
- food color paste	$1/each
- decorating tubes - writing, stars, leaves, flowers, ribbons, etc.	$.33/each
commercial coffee maker - three pot	$125-150
commercial mixer - 5 qt.	$220
- dough hooks	$5/each
- vegetable slicers/graters	$30/each
cookware	
- 3 qt. covered saucepan	$15-18
- 4 qt. covered saucepan	$18-20
- 3 qt. covered double boiler	$25-30
- large frypan	$10-12
- saute pan	$4-6
- roast pan	$20-30
cutting boards - 14x16	$8-10
electric frypans	$25-30
flatware - stainless steel	
- dinner forks	$3-10/doz.
- teaspoons	$3-5/doz.
- serrated knives	$5-15/doz.
industrial food scales	
- portion scales - 2-50#	$30
- gram/oz. scales	$3-5
- bakers dough scales - 8-16#	$250-280
industrial food scoops - 2,4,6 and 12 oz.	$4-10
industrial measures - 1pt., 1 and 2 qt.	$4-8
kitchen tools	variable
mixing bowls - stainless steel - 3,5,8 and 13 qt.	$5-20
pitchers - plastic - 2 and 3 qt., ½gal.	$2-5
portable mixers	$15-20
range/oven	$400-600
refrigerator/freezer	$460-700

thermometer - test, oven refrigerator	$2-5
washer/dryer - stackable, apartment-sized	$700-900

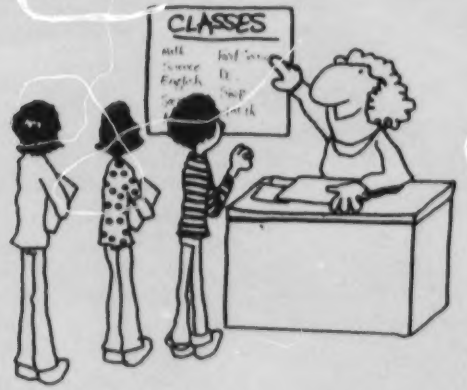
LIST B

EQUIPMENT	APPROXIMATE PRICE
baking sheets - large, industrial size	$15-20/each
beverage dispenser - 12 and 20 qt.	$7-10
blender	$30-50
calculator, adding machine or cash register	variable
cups and saucers - industrial supply	$20/doz.
deep fryer	$35-50
dishes - Corelle by Corning	
- 20 piece set for four	$30
- individual dinner plates	$2/each
- individual salad plates	$1.50/each
- individual bowls	$1.50/each
dishwasher - 180 degrees water temp.	$300+
glasses - 8 and 10 oz.	$5-8/doz.
industrial convection oven	
- half-size model with 5 shelves	$1300
- larger models with 5 and 10 shelves	$1850-3600
microwave oven	$300-600
pan rack - holds industrial size baking sheets	$250
proofing box	$250-300
serving trays	$2-5
sneeze guard - 6'-8' length (buffet service)	$200-300
specialty cake pans - rossette irons, springform, sheet cake (18x22), heart-shaped, round, oval, Disney characters, T-shirt	$4-6/each
stockpots - stainless steel - 8,16 and 20 qt.	$36-60
storage bins - (plastic garbage cans serve same purpose and are much less expensive)	$10-20

One word of caution regarding the purchase of any electrical equipment. Be sure to check with your superintendent or school electrical engineer to see if the wiring in the Home Economics room is adequate to handle the appliances that are scheduled for use. The Busy Bakery faced this situation, but with a little pre-planning, was able to avoid any major problems. Determine the wiring capacity of the room you plan to use and then carefully check the requirements of the items you will be using. Be sure to check these factors: Does the equipment require 1 or 3 phase motors? Are both 110 and 220 voltages required? Can you find lower electrical usage by shopping around between various brands of appliances? How long do you plan to use each high capacity electrical item each day?

Many of the small, rural districts also face high electrical rates. It is very wise to plan how much the electrical costs of the food service program will add to the district's bill. This often becomes of prime concern to school boards when reviewing the program for adoption. By preparing the expenses prior to the board meeting, realistic estimates can be given and electrical costs can be kept as low as possible. To find out the amounts of electricity used by various appliances, write to the company from which you are purchasing the item.

SCHEDULING AND ENROLLMENT



"If I take food service, I won't be able to take math or social studies. I have to have them both to graduate. What can I do?"

"I haven't had my required health class yet. The only time I can take it is during food service. Will you count that for a health credit?"

These comments and many more like them will come up repeatedly during a typical student registration period. However, many of the problems can be avoided if adequate foresight is used. To ensure a successful program, careful planning with the administration is essential. This is particularly crucial in small schools since only a small number of students are available for enrollment and required classes are scheduled at specific times. Before attempting to tackle the schedule, several questions need to be answered:

1) What grades will be enrolled in the food service program? It is recommended that only juniors and seniors be allowed to take the class. There are several reasons for this. It is important that General Home Economics be a pre-requisite to the food service class. This guarantees the students have a broad base of knowledge in the Home Economics area. Juniors and seniors are usually more mature and better able to take on the responsibilities associated with the food service program. Juniors and seniors are also closer to entering the employment field than are students in grades 9 and 10. As is the case in all small schools, there will always be exceptions to the rule, but establish some general guidelines and try to be as consistent as possible. Also keep in mind, that after the first year of the program, the class will be a combination of juniors and seniors who are first and second year students.

2) How many hours per day are planned for the food service program? It is very difficult to prepare, bake and package orders in just 50 minutes. The teacher is left with many of the odds and ends which creates difficulties in making the transition to another class following the Bakery. It is also frustrating for students as they are never able to follow a job through, from beginning to end. Two hours are highly recommended for scheduling a food service program. This allows students adequate time to fully assume the responsibility for completing all preparation duties and clean-up chores. It is also much easier on the teacher!

3) Will students enroll for one hour or two? Two hours is the ideal and those students who can work two hours into their schedule will benefit most from the program. The Busy Bakery has been operating for six years and there has yet to be an entire class that can stay the full two hours. Inevitably, students are unable to schedule two hours because of required course conflicts and therefore will come only for the first or only for the second hour. Allow students to take it for just one period as they are still receiving some benefits from the course. However, these students will either always be making the cinnamon roll dough and never rolling it out, or they will do all the baking and never do the preparation stages. Experience has shown that after students do this for one year, they rearrange their schedules to get the two hour course the second year.

4) What is the best time during the day to offer the food service class? There are several factors to consider when attempting to schedule a food service class. Those things to consider are the activities planned, whether or not facilities have to be shared and the required junior and senior classes which are locked into certain times. If the program is planned for a bakery operation only (no meal service) timing is more flexible. The Busy Bakery has operated from 9-11am, 10-12am and from 1-3pm during various years. The early period is fine for bakery only and when there is no need for sharing the cafeteria with the school cook(s). The baked items may be packaged for orders or sold after school. If meal service is desired during the lunch hour, 10-12 is the best time. Again, if cafeteria facilities are shared, this would not be possible. The Busy Bakery is not dependent upon the cafeteria and the 10-12 time slot has worked out best. This time slot also allows the flexibility of offering luncheons without great inconvenience to other teachers or having to remove students from classes.

5) How do small schools fit a two hour block into a small schedule? The key to effective scheduling is advance planning. Talk to the principal early in the spring and work together. Look at what classes are required for juniors and seniors. If there is only one junior-senior English class and all these students need to

take it, it must be scheduled at some time other than during food service or you will have no students. The same is true of Social Studies, math or Science. Care must also be taken to work with the other vocational teachers. If the business teacher offers an advanced typing class with juniors and seniors, it should not be scheduled during the Bakery time or both will be competing for the same students. In small schools with 20 to 40 students in grades 11 and 12, it is necessary to schedule so everyone gets a fair number of students.

After the schedule is finalized, have students register in the spring for fall classes. This only takes an hour or two and it is readily apparent if any changes need to be made. The food service teacher should work with the students interested in enrolling in the program to make sure they get all their required classes and can still enroll in the food service class. A real advantage of pre-registration is that you can find out what reading levels

will be in the group. This may make a big difference in materials ordered for the fall. Varieties of food texts and class materials are written at different reading levels. The levels to be used will be determined by the students enrolled in the class. If the teacher does not know who will be in the program until the first day of school, all the pre-planning and curriculum development may have to be revised at the busiest time of the year! With pre-registration, planning can be done during the summer and it is possible to look up reading and math scores and set the learning activities accordingly.

The first year or two may be small enrollment periods for the program. Don't despair!! As the program gets underway, junior high students will be impatiently asking when they can be in the food service program. The program will grow and enrollment will increase as students discover what it is all about. Student workers' enthusiasm will sell the program for you and that is where real teacher satisfaction is felt!

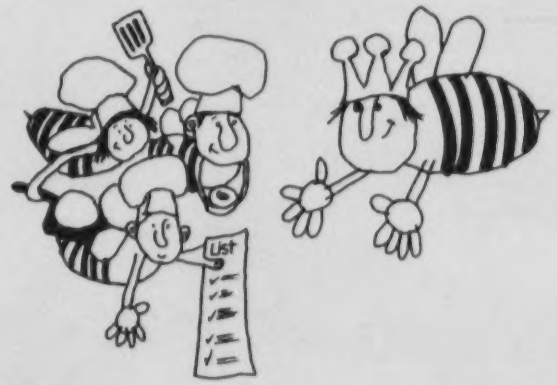
"Let's see...we need to order more flour and sugar, the delicatessen is next Friday, and we must get signs put up. Oh, the ledger needs to be balanced and the deposits made. How will I ever get it all done?"

Does the mental planning sound familiar? The food service program does have a lot of details, but with good organization, they need not be a problem. You will find your own techniques for dealing with the common details, but advance planning can save you a good amount of time and energy.

Your personal teaching schedule is important. If you have a choice, arrange a planning period immediately after the food service class to allow time to complete any loose ends before the next class. This will be especially important when luncheons are offered. An ideal schedule would be two hours of food service in the morning, lunch period and the planning period following lunch.

Pre-registration helps determine which students will be in the program. If there are a significant number of special education students, check with the resource teacher and the administration to see if special education funding is available for extra teaching help. It may be possible to hire a special education aide for one or two periods per day, or a full-time aide may be financed if there are sufficient numbers of eligible students in the other Home Economics classes.

The incorporation of students into the labor and decision making helps immeasurably and benefits the students as well. Include students in the planning and timing of all activities so they will commit themselves to extra duties after school or evenings, as the occasion requires. A "yes" vote means the student is willing to donate extra time. This system has worked very well and has resulted in more student labor during special activities than would have otherwise been required.



Also make students a part of the daily processes such as grocery ordering, record-keeping and financial deposits. Once they have learned the procedures, students enjoy the responsibility. If systems are kept at a simple level, the errors are few and don't present a problem to the teacher.

Train students to be "manager" of the bakery on a rotating schedule. This person is responsible for the overall operation - seeing that orders are accurately filled, groceries are available, publicity has been distributed, etc. This will free the teacher to help individual students in the actual food preparation process. It often works to rotate the managerial position until all students have had a turn. Then select one individual for a specified length of time such as a month, quarter, etc.

A student manager is also essential during large dinner sales. This position ensures that all systems are functioning smoothly. The teacher cannot be all places at once and problems will arise. The manager is specifically

responsible for checking all orders before the waiters/waitresses deliver the food to the customers to be sure the portions are all correct and orders are filled correctly. This saves confusions between cooks and food servers, and frees those people to do their assigned jobs.

If you are beginning a food service program, anticipate the first few weeks being hectic. You'll probably ask yourself time and time again - "Why'd I ever get myself into this?" And you may feel you are the most DISorganized person there is. But be patient. It takes time for both you and the students to learn the routine. Soon things will settle down - the Bakery will operate smoothly - and your time will be spent enjoying your students' accomplishments!

FINANCIAL REQUIREMENTS

The budgets on the following page indicate monetary needs of the program. The amount of money needed will be dependent upon the following factors:

1) the prices quoted are June 1980 figures and may need adjusting for future budgets,
2) equipment purchases have been based upon a food service program in a school of 85 students which serves a community of 850 individuals,
3) the amount of equipment available at the outset of the program will affect the budget costs for any one year.

The budgets have been developed using the following items and guidelines:

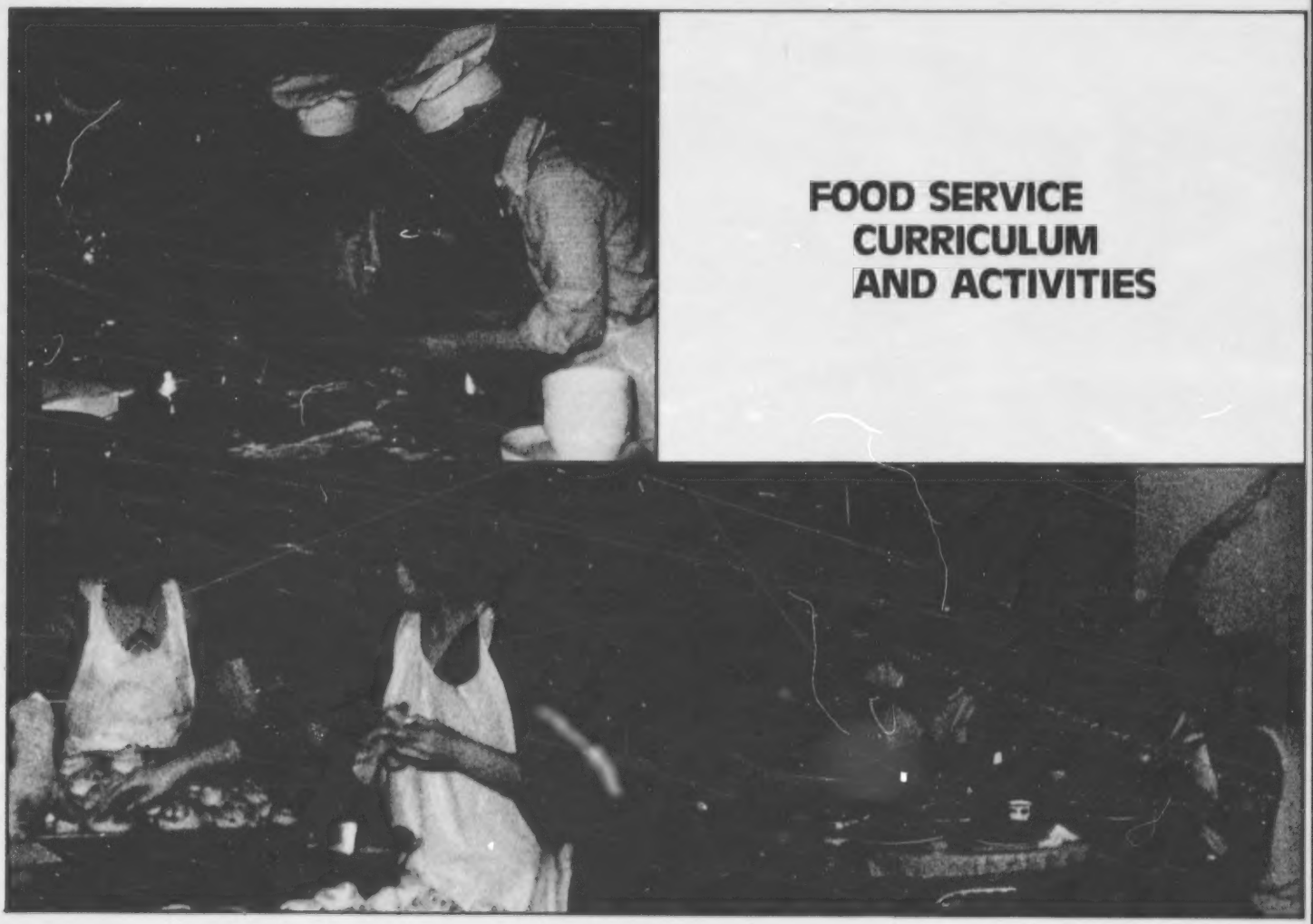
SALARY - no monies are specifically noted for this item as the Home Economics teacher would be the instructor and this salary is included in each school's regular operating budget.

SUPPLIES - these are divided into three categories: a) instructional supplies which include teaching aides, audio-visuals, etc., b) food service supplies which include items needed for the operation of the Bakery such as aprons, gloves, hats, disposable goods, etc. and c) grocery supplies which include basic foodstuffs (no paper goods).

EQUIPMENT - includes those items listed in section entitled Facilities and Equipment of this guide.

TEXTBOOKS - include student texts, workbooks, cookbooks and reference materials. First year purchases would include basic food service texts, four to five cookbooks and references. Second year purchases would include additional food service texts, a variety of cookbooks and several references on management and restaurant operation. Third year purchases would include enrichment materials and supplemental workbooks and references. Fourth year purchases would include supplemental materials and textbook replacements. Remember - reading and vocabulary levels of students should be of prime consideration when selecting textbooks for use in the class.

YEAR	1	2	3	4
SALARY	0	0	0	0
SUPPLIES instructional food service grocery (reimburseable cost)	 200 150 1000	 500 250 1500	 200 250 2000	 200 200 2000
EQUIPMENT	1000-2500	2500	1800	500
TEXTBOOKS	250	150	200	100
SUB-TOTAL	2600-4100	4900	4450	3000
less reimburseable cost	-1000	-1500	-2000	-2000
TOTAL	1600-3100	3400	2450	1000



FOOD SERVICE CURRICULUM AND ACTIVITIES

In the scope of this guide, it is not feasible to include a daily curriculum which would be appropriate for all the various teaching situations in rural Alaska. Class size, scheduling, school calendar, student skills and the teacher's flexibility are all factors which greatly determine specific course content. A concept outline and general calendar have been included on the following pages to provide the basic framework for a food service curriculum and still allow each teacher to adjust for his/her unique setting.

Listed in the outline are the concepts to be covered in the course and the approximate hours of instruction for each one. Many factors will determine exactly how many hours are needed for a specific program, and the hours listed should be used as guides, not as rigid rules. Concepts are listed for both first year and second year students.

When using the concept outline and calendar, be sure to keep in mind the following considerations:

1) The food service block will include 10 hours of instruction as opposed to 5 hours of a regular class. Thus, more concepts can be covered during a school year without sacrificing Bakery days or meal activities.

2) General Home Economics is a pre-requisite of the food service class. All students have studied basic units on nutrition, meal preparation, food preservation, as well as preparation skills in breads, cakes, pies, cookies, salads, main dishes, etc. The hours and concepts indicated on the outline are assuming students have basic skills in all areas when entering the class.

3) Exams are left to the teacher's discretion in scheduling as each school will have a different calendar. Periodic quizzes are given for each concept, with cumulative tests at the end of each quarter. Tests are given in one day, and they may take the full two hours in the latter part of the year when more information is covered by the exams.

4) Regular instruction is given throughout the year in nutrition, math and spelling. Math and spelling are incorporated into all units and emphasized heavily. Nutrition is also built into each area, as well as two separate units during the year. Basic nutrients, food groups, etc. should be common knowledge when students enter the program from General Home Economics.

5) It is not possible to include two Bakery days each week, provide adequate instruction time and also offer periodic lunches and dinners. For weeks when a Bakery activity such as a meal sale is planned, the regular Thursday and Friday Bakery days are omitted. Regular instruction and the meal activity will occur in that week. If bulletin board notices are put up announcing the closure of the Bakery, the public will become aware of the Bakery's routine.

6) Labs and experiments are valuable parts of the instructional days. The experiments are structured to illustrate

the importance of proper cooking methods and the results when improper techniques are used. Several food texts contain specific student experiments as part of the student activities for each unit. Labs are used to help students develop food preparation skills. Both are scheduled into the Monday through Wednesday instructional time.

7) In schools which schedule the food service class for one hour daily rather than two, it will not be possible to cover all concepts as listed on the outline and calendar. Choices will need to be made as to the priorities of the program - quantity meal preparation or Bakery preparation. The Bakery method is perhaps the easiest and most efficient for a one hour class. Only simple bakery items should be offered and recipes used which can be prepared in two days. The concept outline will have to be reduced accordingly to allow for only 5 hours each week.

Small schools require more flexibility in programs such as food service. Conflicts with other courses and small student student populations usually necessitate combining both first and second year students in the same class. Individualization is necessary to achieve the goals of the curriculum. The concept outline indicates for each area those concepts which should be covered in the first and second years. It is assumed the students in food service for the first time will be given the first year curriculum. Grouping is necessary and the second year students cover the curriculum as indicated. The calendar indicates a good method of dovetailing the two curriculums.

Good planning will enable the teacher to work simultaneously and successfully with both first and second year students. Students will be using different texts so there isn't a problem in sharing those. The teacher can be working with one group while the other is reading or working on written assignments. Combining some labs and experiments, reading assignments and class discussions will allow the teacher ample instruction time for both groups.

A very effective way of working with both first and second year students is to involve the second year students as "veterans" and have them help you actually teach the "novice" bakers:

1) From the first day, defer to the "veterans" for opinions. Whether it's pricing, scheduling or nutrition information, asking the second year students creates a good leadership role in those Bakers.

2) A very motivating way to present the September basics - recipes, measuring, etc. is to use the second year students. Prepare a list of review questions that must be covered in each area. Students choose which area to "teach" and then develop lessons. Their ideas are often very creative and this method provides increased interest which prevents basic materials from becoming monotonous.

3) Use the "veterans" as role models. They thoroughly delight in this position

and love to show the amount of knowledge they have retained.

4) Since pride in the group identity has been established in the first year of operation, use the second year students to help enforce high standards of safety and sanitation. Although confrontations are not desired, it is rewarding to hear an older student scold a new Baker with the statement, "If you're going to be a Baker, you have to act like one!"

5) Assign the student manager role to the experienced students for at least the first quarter. This gives the beginners time to develop their skills, grasp all aspects of the operation and to see a positive manager as a model.

6) For the first few weeks of the Bakery operation, team an experienced student with a beginner. It helps eliminate the beginner's insecurity and boosts the second year student's ego!

The food service program is a continuous cycle. By the end of the second year, you will wonder how the Bakery ever functioned without the current group. Comparing the students' September and May operations is indeed the satisfaction of teaching. That's so important to remember in mid-September when you're faced with an entire group who think gluten is a vitamin and measuring is only for the cook books!

Year three and subsequent years will find the program quite established. The curriculum would be revised at this point and most of the equipment, texts and resource materials purchased for the program. Any use of profits at this time would be to repair or replace existing equipment, etc.

No two years will ever be the same with the food service program. There is much room for flexibility and variations in the curriculum. With a basic plan for your goals and objectives, the individual variables can be altered without losing the curriculum or the student learning outcomes.

C1

C2

STUDENT OBJECTIVES

UPON COMPLETING A YEAR IN THE FOOD SERVICE PROGRAM, THE STUDENT WILL BE ABLE TO:

1) Understand and be able to explain the hierarchy of the food service industry and the opportunities for employment in this occupation.

2) Understand the rights and responsibilities of an employee in food service.

3) Know and be able to apply effective procedures for job applications, interviews, job selection and completing the related business forms.

4) Demonstrate knowledge and skills required for successful entry-level employment in food service or for continuation of training in a postsecondary institution.

5) Maintain positive human relations that contribute to success in working with others and in serving the public.

6) Use sanitary procedures to prepare, serve and store food.

7) Demonstrate safety in all kitchen procedures.

8) Practice proper use, care and maintenance of equipment.

9) Plan and use time efficiently and practice self-initiative and teamwork in performing tasks.

10) Perform tasks responsibly and efficiently and use proper work habits.

11) Demonstrate knowledge of principles of preparation of meats, main dishes, fruits and vegetables, salads, breads, soups, sauces, gravies and desserts.

12) Practice high standards in food quality and understand the importance of uniformity in quality.

13) Demonstrate skill in food preparation such as accuracy in recipe use, use of proper measuring techniques, accuracy in weighing ingredients and proper use of equipment.

14) Plan menus according to appeal, nutritional quality and cost factors.

15) Solve problems in food cost control and record keeping.

16) Identify and practice basic principles of food purchasing.

17) Understand the fundamentals of nutrition and the digestion and utilization of food in the body.

18) Know the types of convenience foods available, and be able to effectively evaluate the quality of the convenience food and the cost.

FOOD SERVICE CONCEPTS

*INTRODUCTION TO FOOD SERVICE

First Year (6 hours)
A. Types of operations: family diner, cafeteria, drive-in, formal restaurant, institutions, catering, coffee shop, etc.
B. Jobs and opportunities in food service
C. Standards of professional food service
D. Employee duties and responsibilities
E. Responsibilities of student Bakery to the public

Second Year (6 hours)
A. Types of jobs, heirarchy of employment in food service
B. Sources of training and financial aid
C. Completing applications and forms
D. RSVP work experience (complete at various times throughout the year)

*SANITATION

First Year (6 hours)
A. Hygiene of workers
B. Cleanliness of utensils and work areas
C. Safe food handling and storage practices
D. Foodborne illnesses and their prevention
E. Sanitation rules for the Bakery operation

Second Year (6 hours)
A. Types of bacteria
B. Causes of food spoilage and its prevention
C. Basic bacteriology, experiments in controlling bacterial growth

*KITCHEN SAFETY

First Year (4 hours)
A. Personal safety of Bakers, including hazards and possible accidents
B. Basic first aid for cuts and burns
C. Safe practices in the Bakery, including fire prevention

Second Year
Second year students briefly review safety, then spend time working on equipment while first year students are working on safety.

*KITCHEN EQUIPMENT

First Year (4 hours)
A. Identification of tools, utensils and implements in the kitchen
B. Use and care of domestic and industrial kitchen equipment

Second Year
Students work in the school cafeteria with steam kettles, dishwashers, fryers, grills, mixers and other commercial equipment.

*GETTING READY TO COOK

First Year (6 hours)
A. Food terms and definitions
B. Recipe terms and abbreviations
C. Equivalencies and measuring techniques
D. Recipe math - increasing and reducing recipes

Second Year (6 hours)
A. Controlling wastes
B. Purchase, use and storage of food
C. Cost analysis of all Bakery products

*BAKERY ORGANIZATION - both first and second year students together (2 hours)

A. What will we offer? Choosing products to sell
B. What will we charge? Costing recipes and making price lists
C. Establishing food preparation standards and selling policies
D. Advertising to the community

*COOKIE PREPARATION

First Year (4 hours)
A. Types of cookies: drop, bar, molded, pressed, rolled, etc.
B. Principles of preparation
C. Storage of completed products
D. Labs

*MEAL AND MENU PLANNING

Second Year (6 hours)
Second year students work on meal and menu planning while first year group studies cookie preparation.
A. Meal patterns
B. Nutritional considerations of offering balanced menus
C. Commerical menus: equipment, space, etc.
D. Menu arrangements

*YEAST BREAD PREPARATION

First Year (6 hours)
A. Types of yeast breads: sweet rolls, loaf breads, dinner rolls
B. Principles of preparation
C. Storage of completed products
D. Labs and experiments with yeast

*FOOD SANITATION

First Year (4 hours)
A. Sanitation as it affects meal service
B. Experiments with foods held at different temperatures
C. Complete sanitation review

*COOKING WITH FATS AND OILS

First Year (2 hours)
A. Uses of fats and oils
B. Techniques of working with fats
C. Safety precautions
D. Preparation of doughnuts, maple bars and fried pastries

*RECORDKEEPING I

First Year (2 hours)
A. Basic ledger procedures
B. Pricing foods and recipes
C. Supplies inventory

*RECORDKEEPING II

Second Year (2 hours)
Second year students are completing menu planning and then do the record-keeping unit below:
A. Ledger entries
B. Inventories
C. Monthly statements

Second Year (4 hours)
Second year students review food preparation knowledge of cakes, cookies, breads, pies, quick breads, etc. Work is assigned individually as needed.

Second Year (2 hours)
Second year students serve as demonstrators and help to teach the concepts of correct and incorrect procedures of working with fats and oils.

*CAKES AND CAKE DECORATING

First Year (4 hours)
A. Types: butter, sponge, specialty
B. Principles of preparation
C. Fillings/frostings/garnishes
D. Basic cake decoration techniques

Second Year (6 hours) - Advanced
A. Novelty cakes
B. Advanced decorating techniques
C. Holiday cakes, petit fours, etc.

*QUICK BREADS

First Year (2 hours)
A. Types
B. Principles of preparation
C. Uses of quick breads

Second Year (2 hours)
A. Experimentation with large quantity recipes with customer appeal, nutrition, low cost and convenience

*SERVING THE PUBLIC

First Year (4 hours)
A. Manners/etiquette
B. Arrangement of room and furniture for atmosphere, function, safety and convenience
C. Serving food: courtesy, sanitation and efficiency
D. Division of labor
E. Public relations with customers

*FOOD SERVICE MANAGMENT

Second Year (4 hours)
A. Supervising the operation and other employees
B. "Crisis management" - handling problems as they occur during a public meal
C. Role playing

*PIES AND PASTRIES

First Year (6 hours)
A. Types: fruit, cream and chiffon
B. Principles of preparation
C. Proper storage of product

*DESSERTS

Second Year (6 hours)
A. Advanced skills in preparing a variety of desserts
B. Labs with tarts, turnovers, cream desserts in large quantity recipes

*NUTRITION

First Year (12 hours) Unit I
A. Review of General Home Economics
B. Major nutrients and characteristics of each
C. Sources of nutrients in foods
D. Functions of nutrients
E. Preservation of nutrients during cooking
F. Nutrition labeling

Second Year (12 hours) Unit I
A. Food facts and myths
B. Food additives
C. Nutritional deficiencies and related diseases
D. Maintenance of good health - the balance between extremes

*BEVERAGES - both first and second year students

First Year (2 hours)
A. Preparation of hot beverages - coffee and tea
B. Preparation of cold beverages - punches and dairy drinks
C. Serving of beverages

Second Year (2 hours)
Second year students demonstrate correct techniques for preparing beverages and for using coffee-making equipment in the kitchen.

*MICROWAVE COOKERY

First Year (2 hours)
A. Principles of microwave ovens
B. Proper use and care of microwave
C. Adapting conventional recipes to microwave use
D. Food experiments using microwave
E. Complete test for "license" to operate microwave

*MEXICAN COOKERY - Advanced

Second Year - (6 hours)
A. Types of foods and their origins
B. Principles of preparation
C. Menu planning
D. Cost analysis
E. Labs

*MEAL PLANNING

First Year (4 hours)
A. Review of General Home Ec principles
B. Nutritional considerations
C. Variety in menus
D. Costing out menus and recipes
E. Recordkeeping of Bakery menus

Second Year
Second year students continue Mexican cookery unit while first year students are completing meal planning unit.

*PROTEIN COOKERY: BEEF

First Year (12 hours)
A. Grades of beef
B. Cuts of beef
C. Principles of beef cookery
D. Experiments with correct and incorrect cooking techniques
E. Labs

*BEEF COOKERY IN COMMERCIAL FOOD SERVICE

Second Year (12 hours)
Extended work in commerical use of beef and the development of further skills in the preparation and service of beef dishes.

*SUGAR COOKERY

First Year (6 hours)
A. Types of sugar cookery
B. Principles of preparation
C. Packaging and storing completed products
D. Labs

Second Year (6 hours)
Labs with more complicated candies and holiday foods.

*SOUP PREPARATION

First Year (6 hours)
A. Types
B. Principles of preparation
C. Uses in menu planning

Second Year (6 hours)
Advanced preparation of soups used in a variety of ways such as appetizers, accompaniments, etc. Also how to garnish.

*PROTEIN COOKERY: EGGS & CHEESE

First Year (6 hours)
A. Types of cheese
B. Uses of cheese
C. Methods of preparing and cooking cheese
D. Uses of eggs
E. Methods of preparing and cooking eggs and egg dishes
F. Labs

*COOKING WITH EGGS & CHEESE IN COMMERCIAL FOOD SERVICE

Second Year (6 hours)
A. Uses of eggs and cheese in commercial recipes
B. Safe preparation and storage of eggs and cheese in large quantities
C. Labs using institutional recipes

*SANDWICH PREPARATION

First Year (10 hours)
A. Types
B. Principles of preparation
C. Fillings
D. Standards:appearance, taste, size
E. Storage
F. Labs

*MAIN DISH PREPARATION

Second Year (10 hours)
A. Pasta cookery
B. Meat extenders - types and uses, methods of preparation, cost analysis
C. Labs using quantity-sized recipes for casseroles and main dishes which are economical, appealing and nutritious

*PROTEIN COOKERY: PORK

First Year (8-10 hours)
A. Cuts of pork
B. Principles of preparation
C. Labs using a variety of cooking techniques

*PORK COOKERY IN COMMERICAL FOOD SERVICE

Second Year (8-10 hours)
Extended work in the commercial use of pork and pork products. Students will develop advanced skills in the preparation of institutional recipes containing pork.

*PROTEIN COOKERY:POULTRY

First Year (8 hours)
A. Types of poultry
B. Principles of preparation
C. Labs

*POULTRY COOKERY IN COMMERICAL FOOD SERVICE
Second Year (8 hours)
A. Uses of poultry in commercial recipes
B. Labs

*NUTRITION

First Year (6 hours) Unit II
A. Cooking to preserve nutrients
B. Weight control

Second Year (6 hours) Unit II
A. Nutrition for low income families
B. Subsistence food diets
C. Planning meals for restricted diets
D. Weight control

*SALAD PREPARATION

First Year (8 hours)
A. Types
B. Principles of preparation
C. Salad dressings
D. Storage of salads
E. Labs

Second Year (8 hours)
More advanced recipes involving more time and skills in preparing recipes for large quantities.

*PROTEIN COOKERY: FISH & SHELLFISH

First Year (10 hours)
A. Types of fish and shellfish
B. Cuts of fish
C. Principles of preparation
D. Safe storage
E. Labs

*USES OF FISH/SHELLFISH IN COMMERCIAL FOOD SERVICE
Second Year (10 hours)
A. Advanced recipes for preparing fish and shellfish dishes
B. Use of fish and shellfish in soups, appetizers, main dishes and as meat substitutes

*FRUITS AND VEGETABLES

First Year (10 hours)
A. Types
B. Principles of preparation
C. Storage
D. Purchasing - quality criteria, fresh vs. frozen vs. canned
E. Labs

*PREPARATION OF SAUCES

First Year (10 hours)
A. Types - warm, cold, butter, dessert, gravies
B. Uses in meals
C. Principles of preparation
D. Labs

*FOOD PURCHASING

First Year (4 hours)
A. Reading labels
B. Decision making
C. Sources of food and food information

*CATERING

First Year (5 hours)
A. Sandwiches
B. Canapes

*FOOD SKILLS COMPETITION

Second Year (10 hours)
VICA sponsors an excellent competition which is held statewide or can be adapted to intraclass competition. Purpose of competition is to test and sharpen food service skills.

Second Year (10 hours)
Advanced skills in preparation of sauces.

*COMMERCIAL FOOD PURCHASING

Second Year (4 hours)
A. Sources of food and food information
B. Forms of food available - fresh, frozen, canned and dried
C. Decision making in commercial food service
D. Storage and good use of supplies and inventories

Second Year (5 hours)
Advanced skills and techniques in serving buffet and tea foods.

*CATERING (cont.)

First Year
C. Cookies and desserts
D. Beverages
E. Table arrangements
F. Garnishes

*CONVENIENCE FOODS

First Year (4 hours)
A. Types available
B. Convenience vs/ "scratch" labs
C. Cost, quality and energy comparisons

Second Year (4 hours)
Second year students help provide instruction to first year students.

*ETHNIC FOODS: MEXICAN COOKERY

First Year (6 hours)
A. Basic types of foods
B. Ingredients used and emergency substitutions
C. Preparation of Mexican main dishes

*EMPLOYMENT IN FOOD SERVICE

Second Year (6 hours)
A. Finding available jobs
B. Interview procedures
C. Written communications for job hunting - letters of inquiry, resumes, etc.
D. Techniques for keeping a job
E. Understanding paychecks

*ETHNIC FOODS: ORIENTAL COOKERY

First Year (6 hours)
A. Types of foods and their uses
B. Ingredients used
C. Techniques for preparation
D. Labs

Second Year (6 hours)
Students experiment with more complicated and detailed recipes for quantity cookery. Appetizers, vegetables, main dishes and desserts are covered.

*ETHNIC FOODS: NATIVE ALASKAN FOODS

First Year (6 hours)

A. Types of food available from the land and sea
B. Gathering and cleaning native foods
C. Methods of preparation
D. Labs preparing a variety of wild greens, berries, game, fish and seaweed

Second Year (6 hours)

Students widen experiences by expanding range of skills in preparation of native foods.

FOOD SERVICE SCHEDULE

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1st year 1	INTRODUCTION TO FOOD		SERVICE	SANITATION	
2nd year	FOOD	SERVICE CAREERS		"	
1st year 2	SANITATION	KITCHEN	SAFETY	KITCHEN	EQUIPMENT
2nd year	"	COMMERCIAL KITCHEN EQUIPMENT: Students work in cafeteria			
1st year 3	GETTING	READY TO	COOK	BAKERY ORGANIZATION	COOKIE PREPARATION
2nd year	COST CONTROL	IN COMMERCIAL	FOOD SERVICE	"	MEAL PLANNING
1st year 4	COOKIES	YEAST	BREAD PREPARATION		GRAND OPENING OF BAKERY
2nd year	MENU	PLANNING	RECORDKEEPING	PREPARE DOUGHS FOR GRAND OPENING	"

NOTE: Each week contains ten hours of class time.

FOOD SERVICE SCHEDULE

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1st year 5	FOOD	SANITATION	COOKING W/ FATS & OILS	BAKERY add doughnuts	DAYS and fried pastries
2nd year	REVIEW OF YEAR ONE: cakes, cookies, pies, breads, etc.		"	BAKERY	DAYS
1st year 6	RECORDKEEPING	CAKES AND CAKE DECORATING		BAKERY add	DAYS cakes
2nd year	ADVANCED CAKE DECORATING: use resource people			BAKERY	DAYS
1st year 7	QUICK BREADS	SERVING THE PUBLIC		BAKERY	DAYS or
2nd year	QUICK BREAD LAB	FOOD SERVICE MANAGEMENT		ACTIVITY	
1st year 8	PREPARATION OF PIES AND PASTRIES			BAKERY add pies and	DAYS pastries
2nd year	PREPARATION OF	DESSERTS		BAKERY	DAYS

FOOD SERVICE SCHEDULE

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1st year 9	NUTRITION			BAKERY	DAYS or
2nd year	NUTRITION			ACTIVITY	
1st year 10	NUTRITION		BEVERAGES	BAKERY	DAYS or
2nd year	NUTRITION		BEVERAGES	ACTIVITY	
1st year 11	MICROWAVE COOKERY	MEAL	PLANNING	BAKERY	DAYS or
2nd year	ETHNIC FOODS:	MEXICAN	COOKERY	ACTIVITY	
1st year 12	PROTEIN	COOKERY: BEEF		BAKERY	DAYS or
2nd year	BEEF COOKERY	IN COMMERCIAL	FOOD SERVICE	ACTIVITY	

FOOD SERVICE SCHEDULE

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1st year 13	PROTEIN	COOKERY: BEEF		BAKERY	DAYS or
2nd year	BEEF COOKERY	IN COMMERCIAL	FOOD SERVICE	ACTIVITY	
1st year 14	SUGAR	COOKERY		BAKERY	DAYS or
2nd year	ADVANCED WORK IN CANDIES AND HOLIDAY BREADS			ACTIVITY	
1st year 15	SOUP	PREPARATION		BAKERY	DAYS or
2nd year	COMMERCIAL	PREPARATION OF	SOUPS	ACTIVITY	
1st year 16	CHRISTMAS	ORDERS: Preparation all week			
2nd year	"	"	"	"	"

FOOD SERVICE SCHEDULE

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1st year 17	PROTEIN	COOKERY: EGGS	AND CHEESE	BAKERY	DAYS or
2nd year	COOKING IN COMMERCIAL FOOD SERVICE	WITH EGGS AND	CHEESE	ACTIVITY	
1st year 18	SANDWICH	PREPARATION		BAKERY	DAYS or
2nd year	MAIN	DISH PREPARATION		ACTIVITY	
1st year 19	SANDWICH	PREPARATION	BAKERY	DAYS OR ACTIVITY	
2nd year	MAIN	DISH PREPARATION	3 days allowed for luncheon or dinner		
1st year 20	PROTEIN	COOKERY: PORK		BAKERY	DAYS or
2nd year	PORK COOKERY	IN COMMERICAL FOOD	SERVICE	ACTIVITY	

FOOD SERVICE SCHEDULE

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1st year 21	PROTEIN COOKERY: PORK		PROTEIN COOKERY: POULTRY	BAKERY	DAYS or
2nd year	PORK COOKERY IN COMMERCIAL FOOD SERVICE		POULTRY COOKERY IN COMMERCIAL FOOD SERVICE	ACTIVITY	
1st year 22	PROTEIN	COOKERY: POULTRY		BAKERY	DAYS or
2nd year	POULTRY COOKERY IN COMMERCIAL		FOOD SERVICE	ACTIVITY	
1st year 23	NUTRITION			BAKERY	DAYS or
2nd year	NUTRITION			ACTIVITY	
1st year 24	SALAD	PREPARATION		BAKERY	DAYS or
2nd year	ADVANCED SALAD PREPARATION			ACTIVITY	

FOOD SERVICE SCHEDULE

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1st year 25	SALAD LABS	PROTEIN COOKERY:	FISH/SHELLFISH	BAKERY	DAYS or
2nd year	" "	USES OF FISH & SHELLFISH IN COMMERICAL FOOD SERVICE		ACTIVITY	
1st year 26	PROTEIN COOKERY: FISH AND SHELLFISH			BAKERY	DAYS or
2nd year	USES OF COMMERICAL	FISH AND SHELLFISH IN FOOD SERVICE		ACTIVITY	
1st year 27	FRUITS	AND VEGETABLES		BAKERY	DAYS or
2nd year	FOOD SKILLS	COMPETITION		ACTIVITY	
1st year 28	FRUITS	AND VEGETABLES	BAKERY	DAYS OR	ACTIVITY
2nd year	FOOD SKILLS	COMPETITION	3 days allowed for luncheon or	dinner	

FOOD SERVICE SCHEDULE

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1st year 29	PREPARATION OF		SAUCES	BAKERY	DAYS or
2nd year	PREPARATION OF	SAUCES IN COMMERICAL FOOD SERVICE		ACTIVITY	
1st year 30	SAUCE	PREPARATION	FOOD PURCHASING	BAKERY	DAYS or
2nd year	SAUCES IN COMMERICAL FOOD SERVICE		COMMERICAL FOOD PURCHASING	ACTIVITY	
1st year 31	FOOD PURCHASING	CATERING IN FOOD SERVICE		BAKERY	DAYS or
2nd year	COMMERICAL FOOD PURCHASING	" "	"	ACTIVITY	
1st year 32	CATERING	CONVENIENCE FOODS		BAKERY	DAYS or
2nd year	"	"	"	ACTIVITY	

FOOD SERVICE SCHEDULE

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1st year 33	ETHNIC FOODS: MEXICAN COOKERY			BAKERY DAYS or	
2nd year	EMPLOYMENT IN FOOD SERVICE			ACTIVITY	
1st year 34	ETHNIC FOODS: ORIENTAL COOKERY			BAKERY DAYS or	
2nd year	"	"	"	ACTIVITY	
1st year 35	ETHNIC FOODS: NATIVE ALASKAN FOODS			FINAL BAKE SALE	
2nd year	" "	" "	"	" "	"
1st year 36	EVALUATION, CLEANING OF KITCHENS, FINAL TESTS, ETC.				
2nd year	"	" "	" "		

The possibilities for food service activities are endless and the students will come up with more ideas than can conceivabley be accomplished in one school year. In the first year of operation, it is particularly difficult to offer a variety of activities and still have enough time for the necessary skill instruction. Don't feel badly if you cannot accomplish everything you would like to in the first year. Most of the students will be in the class for two years, so projects that cannot be accomplished during the first year can be carried over into the next year.

To plan for these activities, the Busy Bakery looks at the school calendar and notes all the school related functions that will be occurring each month during the year. Such functions might include basketball games, wrestling matches, academic awards banquets, spelling bees, graduation, junior prom,etc. These all provide good opportunities for food service activities. Outlined below and on the following pages are activities which have been used successfully by the Busy Bakers' Bakery. Some could be offered any month, others are keyed to a specific event or holiday. The list is by no means comprehensive and there are many more ideas yet to be tried!

GRAND OPENING

This should be held around the third or fourth week of school. Depending upon the skill level attained by students, a variety of baked goods should be offered. This is the public's first view of the Bakery so it is important to make a good impression. Have available copies of blank order forms (see appendices) for the customers to take home with them. This sale can be easily conducted after school.

ADVISORY COMMITTEE LUNCHEON

This luncheon serves two purposes: 1) to give the students a "practice run" serving a meal and 2) to thank the committee for their support of the program. Since it is a small group, there is little chance for mistakes and student confidence will be built. A nice menu to serve is soup, salad, main dish, rolls, dessert and beverage.

STAFF LUNCHEON

This luncheon has been offered in alternate years with the advisory committee luncheon. Much of the Busy Bakery's

support is from staff members so this is a way of thanking them. The menu pattern used is the same as the advisory committee's luncheon.

SCHOOL CARNIVAL

School carnivals are big events in rural communities and usually have peak attendance. The Busy Bakery has operated the food booth which is one of the largest profit making booths at the carnival in Hoonah. Hamburgers, potato salad, macaroni salad, pizza and various baked goods are sold. When enough students have been available, a cake walk has been offered as well. The cakes are made in advance of the carnival and frozen. This frees the students for preparation of the other food items in the days prior to the carnival. Tables are set up for eating and the food is served in a buffet-style arrangement. No food servers are needed at this event.

HALLOWEEN

At this time, the Busy Bakery has offered a public service to the elementary school. The Bakers have made pumpkin and ghost sugar cookies. They then dress up in costumes and give out the treats when the younger children come to "trick or treat". Spook house music playing in the background adds to the atmosphere!

OPEN HOUSE RECEPTIONS

At the end of each quarter, Hoonah High School offers an Open House to parents for the purpose of conferencing with their younster's teachers. The Busy Bakery provides refreshments for each quarter's event. There is no cost to the Bakery since the school pays the cost of ingredients. This is a good time to advertise the program and carry out public relations with the community.

HONOR ROLL LUNCHEONS

This is also a quarterly event. The students on the honor roll each quarter are given a luncheon prepared by the Busy Bakery. The groceries are purchased out of the school's general fund so there is no cost to the Bakery. Popular teenage menus with high student appeal are prepared. This meal has been used as an incentive to get students on the honor roll. Sample menus are: 1) Nachos, Tacos, Enchiladas, Fiesta Rice, Refried Beans, Ice Cream Sundaes, 2) Hamburgers, French Fries or Potato Salad, Relishes Apple Pie A'la mode and 3) Pizza, Tossed Green Salad, Vegetable Relishes, Cream Pie.

THANKSGIVING

This is one of the Busy Bakery's largest sales. Advertising is done well in advance with order blanks stapled to the signs. The Busy Bakery offers pumpkin, mince, cream and cherry pies as well as dinner rolls. Pre-planning is essential to get all items completed on the same day. In order to fill all orders, make the pie shells and rolls ahead of time (one week) and freeze them. However, make sure this information is included in the advertising.

DECEMBER ART FAIR
This is one of the most popular events in Hoonah's holiday calendar. The event is held in early December in conjunction with sewing classes, shop classes, art classes and local artisans in the community. The Busy Bakery sells Christmas candies and baked goods during this time. Christmas order blanks are prominently displayed. Folks can sample the goods and leave orders for more which will be prepared just before Christmas vacation.

CHRISTMAS ORDERS
This is a very busy time for the Bakery. Advertising is done well in advance and many people now have standing orders! Gift boxes of both cookies and candies are prepared and have been very successful. The boxes are gaily decorated and filled with either candy or cookies. Often limits must be placed on the number of orders accepted due to the limitations of supplies and students. In addition to the gift boxes, a variety of holiday foods are sold.

ATHLETIC EVENT DINNERS
Once students are ready, dinner sales are offered to the public. A good way to ensure a good turn-out is to plan a dinner for the spectators before they attend the basketball game, wrestling match, etc.

VALENTINE'S DAY
Decorated, heart-shaped cakes and single layer cakes with Valentine decorations are the speciality for this holiday. Advertise for personalized decorations with advance orders. Personalized heart-shaped sugar cookies are also a popular item with the students.

EASTER
Dinner rolls, hot cross buns, Easter bread and personalized decorations on egg-shaped sugar cookies are all popular items during Easter.

DELICATESSEN LUNCHEONS
This sale is open to staff, students and the community. The menu can be varied as the number of students increases or decreases. All items are made ahead of time and served from a buffet line.

CHINESE LUNCHEON

Tickets are sold for a limited number of customers. There is no choice of menu but a large assortment of foods are served. This meal gives students the opportunity to serve one menu to a large group of people.

FINAL BAKERY SALE

Special sales are offered at this time with lower prices to thank "all of our loyal customers"!

JUNIOR PROM /GRADUATION

The Bakery's role in these events varies according to the number of students, the proportion of juniors and seniors, etc. In the past, the Bakery has prepared refreshments for the Junior Prom. Foods are as simple or as exotic as the junior class budget can allow. A sample menu that is well liked is: Guacamole, Clam and Bean Dips with Chips, Vegetable Dippers, Watermelon Fruit Boats, Tea Sandwiches, Cookie Assortments, Punch and Coffee. The Bakery has also provided dinner for Senior Graduation. The dinner is usually served immediately after graduation and as many as 300 people have been served! Tables are set up in the gym and the food served from a decorated buffet line. Foods served include: Baked King Salmon, Roast Turkey, Roast Beef, Potato Salad, Gelatin Salad, Dinner Rolls, Relish Trays, Fiesta Rice, Graduation Cake and Beverages.

RURAL STUDENTS VOCATIONAL PROGRAM

Although not a food service activity in the truest sense, RSVP is an extremely valuable part of the curriculum. The program is available throughout Alaska, with work stations in Juneau, Anchorage Fairbanks. Students are scheduled in RSVP food service sites during the third and fourth quarters. Second year students may participate at any point during the year. Students attend for two weeks and work as actual employees in a selected commercial food service establishment. A variety of work stations are available and students may select the place each would like to experience. The experience and knowledge gained is extremely beneficial, particularly since most small schools cannot duplicate the learnings that take place in the larger establishments. Each district is required to pay the stipend for each participant. If a district does not include this item in their budget, a portion of the food service profits could be used to ensure students' participation.

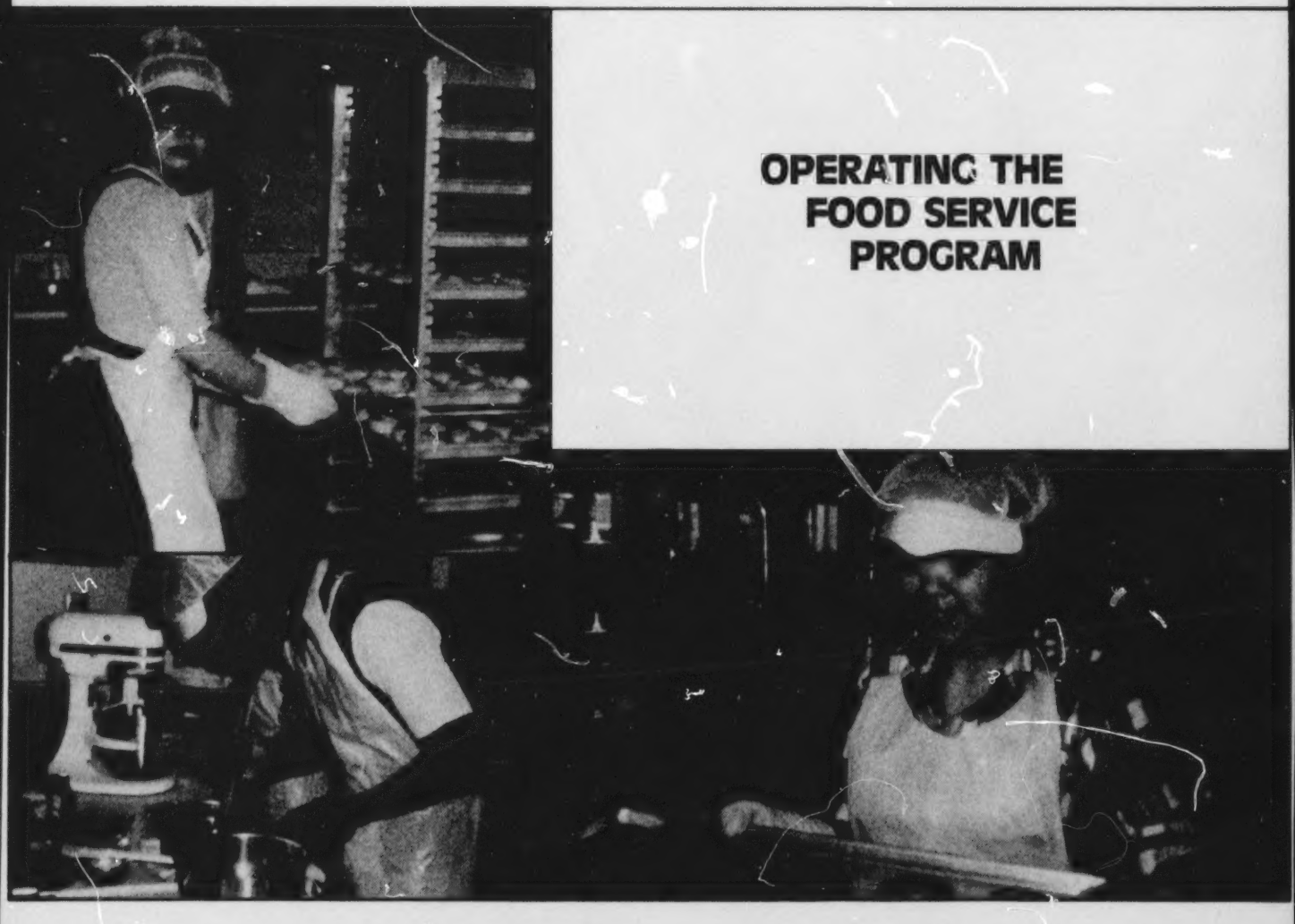
FOOD SKILLS COMPETITION

This is a contest held on both a statewide and national level and in Alaska, it takes place annually during the VICA (Vocational Industrial Clubs of America) conference. The purpose of the competition is to foster and encourage a professional attitude toward the occupational field of food service. Students compete against one another by means of a written test and through the actual preparation

of a full course meal. State winners receive national recognition and are eligible to participate in national competition. It is a great opportunity for students to increase their skills as well as gain recognition for themselves, their teacher, their school and even their state!

Besides any special activities that are scheduled, the Bakery service is offered on a regular basis. Thursday and Friday are the scheduled days but changes are made as necessary. Also, during Thanksgiving and Christmas, no Bakery service is offered as students are busy all week preparing orders. Keep in mind, that in all practicality, a beginning program would not be able to incorporate all the activities listed and still operate a bakery. The projects are given for ideas and are to be used as you judge appropriate. Your students will no doubt think of many more fun things to do. Flexibility and adaptability are two of the most favorable aspects of the program. Use them to your best advantage and most of all, have fun!!

OPERATING THE FOOD SERVICE PROGRAM



"I'm using the last bag of chocolate chips and we have a lot of orders. What do I do?" Tyke looks puzzled as he calculates the amount needed for the day's orders.

"We should have more in the storage room," Carol advises confidently. Tyke goes to the storage room, but quickly returns empty-handed.

"There aren't any in there. We are out and there aren't any in the stores. We will have to cancel our orders for the next couple of weeks. What a bummer!"

Although this is a hypothetical situation, it could easily happen. Since most rural schools are located in small communities which do not have access to large supermarkets, a food service program in such a community cannot rely upon local stores having the necessary grocery items in stock at all times. The grocery and supply areas must be set up as a routine system with advance planning. Listed below and on the following page are guidelines which can aid in establishing a coordinated system and also cut back on costs:

1) Order as much as possible before school opens. Each spring, the Busy Bakery grocery and food service supply orders are left with the school's bookkeeper. The orders are mailed in July and delivered in mid-August.

2) Comparison shop of both products and places before ordering. Consider freight charges as much as individual prices of items. Think about what type of quality is needed and determine which of the foods can be ordered in quantity.

3) Before ordering, check costs and various methods of shipping. Case-lot ordering is less expensive than individual item ordering. When quantity ordering, order only those items that will be used up in a year, or can be shared with the school cafeteria and are products which store well. Oftentimes, staples can be ordered from Seattle at a large savings but require that extra pre-planning to ensure they arrive before school starts.

4) Unless a great amount of storage space is available, make regular, periodic orders throughout the year. Investigate the possibility of reserving a section of the cafeteria's storage area for the food service supplies and groceries.

5) Remember that no USDA foods may be used if food is sold. USDA foods are only usable for the school lunch program or USDA approved activities. Food sales are definitely not eligible!

6) Post a grocery list in the room. Teach the students to fill in items which are getting low and need to be replenished from storage. To avoid shortages, items purchased locally, can be done so before they are actually needed.

7) Involve the students in decisions on buying: prices of ingredients, when to use butter or margarine, real chocolate chips vs. chocolate flavored chips, etc.

8) Impress upon students that wasted ingredients are wasted profits.

9) Conserve on the use of disposable items as much as possible.

10) Keep all food covered so it will retain its quality. For instance, brown sugar in the 25# bags can be a real problem. A covered storage bin with the sugar wrapped in plastic helps avoid wasted quantities of it.

11) Rotate food supplies and use in order of when purchased. Also keep tabs on items in the refrigerator so they get used before spoiling.

12) Stress that inattention and carelessness result in "rejects" and lost profits.

By using the files as suggested in the section in this guide entitled Record-keeping, groceries and supplies need not be a problem at all. Good accounts of all items used during the year will be quickly available and will simplify reordering the following year. As with many of the management details of a food service program, the ordering can run smoothly if set up on a logical, simple system before the program actually begins.

Below and on the following page is a list of items ordered in caselot by the Bakery each year. Following this list is another one which shows the other food items needed by the Bakery but are purchased locally and in smaller quantities. Keep in mind that the supplies and groceries you order are highly dependent on the number of students in the program as well as the types of activities planned for the coming year. Your grocery list may or may not include the same items. Caselot amounts have been given merely as a comparison figure. You may need to order more or less of any one item.

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FOOD SERVICE SUPPLIES	AMOUNT NEEDED PER YEAR
disposable aprons	1-2 cases
disposable lightweight plastic gloves (for serving food)	1 case
Chef's hats (cloth or disposable)	3 dozen
plastic produce bags - sandwich and gallon size	4-5 rolls
industrial-size rolls of plastic wrap and foil	3-4 rolls
disposable foil pie pans	5-6 dozen
paper dinner napkins (amount listed will last one to two years)	1 case
paper placemats - 500/case (amount listed will last two to three years)	2 cases
waiter/waitress order pads (amount listed will last two to three years)	1 case
styrofoam cups	1-2 cases
paper plates	1 case

GROCERIES	AMOUNT NEEDED PER YEAR
flour - white, wheat, rye	1000#
yeast - six cans/case	1 case
eggs - 30 dozen/case	2-3 cases
brown sugar - 25# bags	150#
confectioners sugar - 25# bags	500#
granulated sugar - 50# bags	400#
solid shortening	4 cases
vegetable oil	9 cases
vanilla	1 case
powdered milk	100#
evaporated milk	1 case
chocolate chips	7-8 cases
unsweetened chocolate squares	3-4 squares
miniature marshmallows	2 cases
regular marshmallows	2 cases
canned pie cherries	1 case
peanuts in the shell	1 case
walnuts	2 cases
Dream Whip	4 cases
butter	3 cases
margarine	3 cases
Cheddar cheese - 5# blocks	40-50#
Mozzarella cheese - 5# blocks	30#
ground beef	100-200#

ITEMS PURCHASED LOCALLY

coffee	almonds	tomato sauce
tea bags	graham crackers	tomato paste
instant ice tea	coconut - canned	olives
liquid fruit drink concentrate	raisins	Rice Krispies cereal
frozen juices	oatmeal	
baking powder - large size	peanut butter - gallon jars	
baking soda - large size	mayonnaise - gallon jars	
corn starch	canned meat	
corn syrup	tortillas	
pecans	pasta - lasagne, spaghetti	

"The trays on the counter are really hot," warns Jacob to the other bakers working around him.

"I'm getting the mop for Unit Two, don't slip on the water," cautions Renner.

"The person who spilled the flour needs to clean it up before someone has an accident," admonishes Newton.

Believe it or not, these comments are part of the normal conversations in the Busy Bakery after just a few months of operation. Students quickly understand the importance of safety and sanitation, and do an excellent job of incorporating safe habits into their routine duties. Safety and sanitation are vital components of food service training. Slack procedures in this area can result in accidents, risky liability and questionable food safety.

Suggested practices for the secondary program are as follows:

* Saturate the curriculum at the beginning of the school year with text assignments, films and demonstrations on safety and sanitation.

* Set up multiple safety hazards in the kitchen units and have students identify and correct unsafe situations.

* Practice safety measures in all teacher demonstrations. Be sure to stress safe handling of food in all demonstrations and lectures as well.

* The district sanitarian will come for routine health inspections. Have her/him go through the health checklist with the students and explain the rationale for each item inspected.

* Use public health brochures to stress safe food handling.

* Obtain a copy of a food handler's test from the district sanitarian and require all students to pass the test with a minimum competency.

* Consistently warn students about sneezing, coughing and blowing their nose in the kitchen area.

* Use weekly evaluations to stress weak points in safety and food handling.

* Students who have colds or other contagious illnesses are not allowed to prepare food. Instead, they are given job assignments with the ledger, recipe duplication chores or other non-baking jobs.

* Train students to cover all cuts while working with food. Examine any cuts to determine if infection is present. If so, these students are not allowed to prepare food.

* Keep quantities of hand soap and paper towels at each sink and require students to incorporate the habit of frequent hand washing.

* Require food sellers to wear aprons and to have their hair tied back or in a hat. Disposable plastic gloves are used by those distributing the food.

* Students with colds or other contagious illnesses are not allowed to sell food.

* As soon as possible, purchase a sneeze-guard which helps to keep customers from touching or coughing on the food.

Students will acquire safe and appropriate food handling practices in the first quarter. Thereafter, occasional reminders may be necessary but workers will have become accustomed to using safe habits in the food operation.

To effectively enforce sanitation in a food service program, it's important to handle cleaning and maintenance on a regular schedule. Daily cleaning is the students' responsibility. Each student takes care of his/her own dishes, utensils, and work area. In addition, the large baking sheets and pans are washed by students as the assigned jobs are completed.

Cleaning can be a problem in the areas of routine maintenance. Refrigerators, ranges, disorderly shelves, dirty cupboard doors, ovens, etc. can all be a problem to keep clean. To resolve this, a system using a rotating wheel was set up in the Bakery. Jobs to be done are placed around the outside of the wheel. Student names are then written, on a smaller circle within the wheel, beside each job. Each bakery day, the wheel is turned and the chores are done on a rotating basis. Students who do not have time to complete their "wheel" tasks may have another student do it for them. The "helper" student is given a plastic token for the good deed. This token can then be used on a day when she/he cannot finish and needs someone to help.

Thorough cleaning of all kitchens, appliances, storage areas and the like is done on a monthly basis, or as needed. All jobs are drawn from a hat to eliminate squabbling over unpleasant chores. The students are aware that disorderly or dirty kitchens result in more frequent cleaning, so they are more careful about keeping areas clean. If cleaning and maintenance of the kitchen is conducted in a fair, consistent manner, students soon learn to accept it as a necessary part of the "profession".

On the following page is a list of jobs used on the rotating wheel. The jobs will need to be adjusted with the number of students in the class. Each job, if done routinely, should take less than five minutes to complete. All the kitchens look much cleaner at all times with this system - not just the day after Cleaning Day!

CHORE TO BE COMPLETED

#1 Refrigerator - keep clean, inside and out, all food covered properly, any old food discarded
2 students - large and small units

#2 Food and Dish Cabinets - keep shelves orderly, clean shelves if needed, all food covered and stored in proper container
3 students - one for each unit

#3 Counters and Microwave - clean all counters, wipe off outside and interior of microwave
1 student

#4 Floors and Garbage - leave all floors clean and dry, all garbage is neatly in receptacles
1 student

#5 Lazy Susan Cupboards - cookware in proper place, shelves clean, outside of doors clean
3 students - one for each unit

#6 Baking Pan Shelf and Utensil Drawer - all utensils and pans neatly arranged, top of stove clean, outside of cupboard and drawer clean
3 students - one for each unit

#7 Laundry - all towels and cloths neatly in washer, soap added and washer started
1 student

Figure 1

STUDENT EMPLOYMENT PRACTICES

To obtain the maximum benefit from the vocational food service program, it should be emphasized from the beginning that the students are "employees" of the operation. Strict adherence to employment rules in the first semester will reinforce the desired behaviors and students will understand the rationale for the rules. Most teenagers enjoy the status of employees, and prefer that to being a student. Basically the employment rules are:

1) Attendance is mandatory. Problems will quickly arise with customers' orders if students have irregular attendance. Those who are in class will be forced to work extra hours to complete orders on time. Peer pressure is very effective in reinforcing the rule that regular attendance is necessary for a stable employee.

2) High standards of safety and sanitation should be upheld at all times. The teacher makes an important model. Using safe practices will rapidly teach students the proper techniques of working in the kitchen and handling food. Students are eager to perform well and will acquire these habits in a short amount of time. After the first semester, good safety and sanitation habits will be routine.

3) All students are required to perform routine and necessary cleaning and maintenance tasks. Peer pressure is also effective in this case, as the whole group is held responsible for the cleaniness of the kitchens. A good rule is that all students must remain in the class until all work is completed and the kitchens are clean. This is particularly effective when the lunch break follows the food service class. Students will pressure each other to get their cleaning done promptly and efficiently so all will have a full lunch period. After the first few weeks, there will be relatively few problems when students realize this is not a flexible rule of the class.

4) Establish a distinct atmosphere difference between those days when course work is done (usually Monday through Wednesday) and the Bakery days (usually Thursday and Friday). Different behaviors are expected from students and employees. Workers will learn to conform to the responsibilities of their "employment".

5) Field trips are valuable aids to reinforce professional food service practices. By evaluating a variety of commercial food businesses, students will recognize the importance of the behaviors learned in class. Chefs and managers are generally eager to talk with students and will repeatedly mention attendance, reliability, cooperation and sanitation as the biggest problems of employers.

6) Use the weekly evaluation system to reward good behaviors and to work on those which need improvement. Written narrative comments, both positive and negative, are very effective, as students like the individual attention of the teacher. Weak points can be stressed during the first semester, and most will be corrected by January.

7) There will always be students who do more than is expected in the class. These workers can be rewarded in a variety of ways. In some cases, when one or two have done extra jobs that were not appealing or for which no one else would volunteer, cash bonuses were paid from the profit fund. Other times, rewards were given in the form of "time off" from routine duties. Small rewards such as ice cream bars or a free cooking period are very effective in showing recognition of the groups' good work.

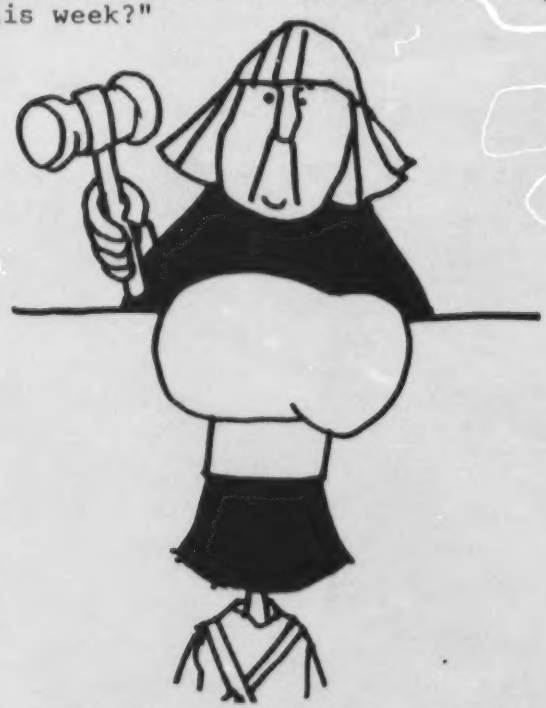
8) Utilize the Rural Students Vocational Program (RSVP) to provide actual on-the-job experience in a professional food service establishment. The RSVP program is a terrific experience for those students who have had few opportunities to observe any professional food service operations. Schools are currently required to pay a portion of the students' expenses for participation in the program. Rather than limit the students from this valuable opportunity, the Busy Bakery uses some of its food service profits to send the workers to professional businesses. The lessons learned are extremely relevant to the student operation and the returning RSVP participants are eager to apply their experience to the school operation.

By the end of the first year of the program, it is amazing the improvement seen in student skills and employment behaviors. It is indeed thrilling to have the students declare their independence and ask to perform jobs on their own without assistance. It is even more thrilling when the end result is quality work!!

EVALUATION OF STUDENT EMPLOYEES

"I was absent Monday when last week's evaluations were handed out. How did I do?" Dorinda asks as she enters the classroom.

Charlene exclaims, "I improved 6 points last week! How can I make all 55 points this week?"



Evaluation is an integral part of the process of training students to be reliable, competent employees. Large amounts of paper shuffling are not necessary but consistency is important. In the beginning, students will require close teacher supervision and the first semester evaluations will most likely have to be completed outside class time. However, as students become more self-directed, the teacher's time is freed up for evaluation. The teacher soon learns what to look for and evaluations can be completed quickly with direct observation of students working at their baking projects. (Sample copies of all evaluations sheets noted are found in the appendices.)

1) Weekly evaluations are completed each Friday. Students are rated on attendance, reliability, efficiency, initiative, safety, sanitation and efforts to do quality work. Comments are very effective in the narrative portion.

2) Students evaluate their own progress every two weeks using the same evaluation sheet in number 1 above. They are also encouraged to write comments or suggestions for ways they could improve.

3) Evaluations completed at the end of the quarter include both the bakery grade and a written work grade. The bakery grade is an average of all nine weekly evaluations. The written work grade includes daily assignment and test scores. Students are also given an overall evaluation regarding their performance in the bakery.

4) Each student completes a course evaluation at the end of each quarter.

The information from these are used to make any necessary revision for the next term and usually provide lots of positive reinforcement for the teacher!

5) At the end of each year, parent input is requested and proves to be very beneficial.

6) At the conclusion of the year, students are evaluated for the entire year and are recommended on a hire/no hire basis as employees.

As is true for the other "management" areas of the food service program - evaluation becomes much easier if records are kept regarding students: 1) time spent in class, 2) participation in bakery activities and 3) completion of written assignments, tests, etc. There are several techniques which can be used by the instructor to keep track of such items. Following are a few that have been successful for the Busy Bakery. (Sample copies are included in the appendices.)

Student Time Sheets. This form is used to keep a record of all student jobs performed in the Busy Bakery. The student is not required to complete the time when doing written assignments, etc. - just when she/he is working as an employee of the Bakery. There are several advantages to using the time sheets: 1) it prevents students from doing just one or two things when given free choices on job selection, 2) it can be used to figure wages if student pay is given, 3) students become used to the routine of time sheets and accept the consequences if late to class and 4) time clocks will not be as threatening to students later, if they are broken into the system at this point.

Activity Chart. Student participation is charted on this form. Records are kept of participation in food preparation, extra duties after school and performance at the actual event. Students may be delegated the responsibility of keeping the chart current as part of the student manager jobs. Reward points are given for those who perform extra duties or who always do more than required.

Progress Chart. This is used to help students and the instructor keep pace with the written assignments, drills and labs. It is a ready reference to see whether or not a student is getting these in on time.

The key to evaluation of the student employees is objectivity and consistency. By using the suggested methods of evaluating and ways of recording participation, students will find the system to be fair and accurate and the teacher will have no problem in justifying year end evaluations.

READY...SET...BAKE!!!

It's the grand opening and you are crossing your fingers that all goes well! Organization is the key. By setting up and following a few simple procedures, jobs can be assigned and products prepared with very little confusion. With proper orientation in the beginning stages, students will quickly learn the system. In two to three weeks they will have it down pat and everything will run smoothly from there on out!

SEVERAL DAYS BEFORE THE BAKERY

* Make signs and bulletin board notices publicizing the Bakery operation, time of sales, products offered, etc.
* Once all orders are placed with the Bakery, determine necessary groceries to order - i.e. bananas for banana bread, apples for apple pie, etc.
* Prepare a master list of all orders (see Appendix for sample) to be completed for that week. From this list prepare a list of student job assignments. Sample is shown in Figure 2.

ON BAKERY DAYS

* List all student job assignments (for both first and second hour) on the blackboard. See Figure 2.
* Have students sign up for jobs and begin work.
* Select two students to sell (in addition to Bakery job assignments) for each day.
* After school, sellers set up sales area, arrange food and begin sales.
* At the completion of sales, the sellers clean up the area, wash selling trays, count the cash and record figures of items sold.

Figure 2 illustrates what job assignments are carried out for a "typical" two day bakery operation. Number of blanks beside each assignment indicate number of workers needed to complete that assignment. For example, if two batches of chocolate chip cookies are needed, two blanks are placed beside that job. For most products, the dough or batter is mixed the first hour and during second hour, it is shaped, baked, frosted/glazed and either wrapped

for orders or arranged on selling trays for after school sales.

It is recommended that students be required to sign up for a different job assignment each Bakery day until they have tried each one. Student time sheets should be checked periodically to assure that each student is doing a variety of jobs. This prevents a worker from making brownies all the time and never trying pies or cream puffs.

Students rotate the selling positions each Bakery day. This job is also listed on the time sheet and on the activity chart (see appendices for samples) so a quick glance will indicate if some students are not carrying a fair share of the workload. Students are allowed to trade selling days with others if there is a conflict in schedules. Usually, the group can volunteer on a rotating basis. If this cannot be accomplished with a minimum amount of "argument", a rotating selling wheel is an effective way of fairly selecting salespersons.

NOTE: These job assignments are for the Bakery operation only. See appendices for a sample of job assignments related to a meal service function.

Student Job Assignments*

Thursday - 10:00am

___ ___ make chocolate chip cookies

___ ___ make snickerdoodles

___ ___ make oatmeal-raisin cookies

___ ___ make brownies

___ ___ make pie pastry

___ make chocolate sheet cake

___ prepare bread dough

11:00am

___ ___ bake and package products

___ ___ make cream puff shells

___ ___ prepare cinnamon roll dough, chill

___ ___ prepare doughnut dough, chill

___ ___ prepare dinner roll dough, chill

___ ___ make apple pies

Figure 2

* based on 12 students

Student Job Assignments (cont.)

Friday - 10:00am

___ ___ ___ roll out cinnamon rolls

___ ___ roll out doughnuts

___ ___ fill cream puffs

___ ___ frost and decorate cakes (usually a 2 hour job)

___ ___ roll out dinner rolls

___ shape and bake loaf bread

11:00am

___ ___ ___ bake, glaze and package rolls

___ ___ fry doughnuts

___ ___ glaze and package doughnuts

___ ___ make Rice Krispies bars

___ shape and bake dinner rolls

___ prepare selling signs, assemble cash box, organize sales area

Figure 2

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"Our first luncheon is the 15th. We need to decide on a menu. Who has a suggestion?"

"Pizza." "Sweet and Sour." "Harley Burgers." "Tacos - and lots of guacamole." "Lasagne and garlic bread!"

Quickly the blackboard fills with enticing recipe names. Each student has a different idea of what the menu should be. How to decide?!

Fortunately, the decision is easier with the restrictions placed upon the class. For each menu, suggestions are solicited and written on the board. The group then considers each of the main dishes according to certain criteria, i.e. how many students are able to prepare the food, how much time is available, how skilled are the students, etc. Gradually, the choice is narrowed to only a couple of menus which are practical for the particular event. A vote is taken to determine the final menu.

Experience is an excellent teacher in the area of menu planning. Certainly, there will be times when hindsight indicates that an event would have run more smoothly with menu alterations. To avoid some of the problems that might arise, consider the following factors before planning the final menu:

1) <u>How many students will be available to work?</u> If a dinner is planned prior to a wrestling match and five of the workers are wrestling at 7pm, it is not realistic to expect them to put in 3 hours of work before their match. The number of students who can actually work will make a big difference in the menu and method of serving the meal. Smaller schools must especially consider this point, since many of the students involved in food service are also involved in the very event that the food service function is being planned for.

If only a small number of students can work, a buffet or cafeteria line meal service can be used. Foods can be prepared ahead of time and workers are only needed during the dinner to: 1) keep the serving lines stocked, 2) serve as buspersons and 3) tend the cash register. Similarly, if a group of nine or ten students are working, customers may be seated at tables with waiters and waitresses taking their orders.

2) How much time is possible for preparation and serving? If the schedule shows that a basketball game is on Tuesday night and a pre-game dinner is desired, the menu cannot be one which requires three or four days advance preparation.

A school with a 25-minute lunch period will require a different lunch menu than one with a full hour for lunch. Students have to be able to find a seat, be served, eat and get back to class within the 25 minutes. This necessitates that food be prepared before the customers arrive. French fires would be a poor choice to cook while customers wait unless a large, industrial-sized fryer is used.

3) How skilled are the food service students? This is an important factor, particularly in the initial stages of the program. The first luncheons and dinners should be menus which do not require highly skilled cooking techniques. Quantity cooking is usually a challenge in itself to the novice. To increase that challenge by making a cheese souffle is too difficult for most students. It is best to make the first meals from the simplest menus, such as pizza. This enables students to become acquainted with the entire process and at the same time, build up their self-confidence which readies them for bigger projects.

4) What expense limits should be placed on ingredients and groceries? Cost is a prime aspect of successful food service since this will determine the cost of the meal to the customer. Unless the dinner is arranged to serve only a limited number of individuals, a good crowd is desired. Prices need to be as reasonable as possible to enable families to attend. Experience has shown the Busy Bakers' Bakery that it is usually more profitable to alter the menu to keep grocery costs and prices down, than it is to offer a highly exotic menu.

5) What foods are popular with the public? To receive a good number of customers, it is important to serve foods which are desired by the mass market. Foods which are disliked by a significant portion of the customers may still be offered if there is a choice of dishes in that group. Delicatessen soups are a good example. Split pea soup is usually a favorite of about half of the Bakery's customers, and the other half wouldn't buy soup at all if that was the only choice. By offering chili along with the split pea soup, soup sales are assured. Popular dishes tend to vary somewhat from region

to region, but the students in the program will give very definite opinions of favorite foods.

6) How much profit is expected from this specific event? The amount of profit anticipated or needed may determine which foods are served at a particular time. A luncheon in May will not have the urgency to make a sizeable profit since the year's field trip is over and annual expenses have been paid. At this time, it is possible to serve foods which are appealing but are more expensive and don't have the margin of profit as high as some other menus. Mexican food tends to have a lower profit margin than does pizza due to the higher costs and large varieties of groceries needed.

7) What equipment and serving dishes can be used for the meal? These two factors have a definite effect on the methods of cooking a meal and the procedures for serving the public. In the early stages of a program, few food service classes can afford the industrial-sized equipment necessary for quantity cooking. Likewise, few programs can afford to buy serving pieces for 50 people. Both these items will influence the type of meal and the number of individuals who can be served.

8) What community events might conflict with the planned meal service? When selecting the date for a meal function, check to see if there are other activities in the community planned for the same time. Amazingly enough, even a popular movie on television can drastically reduce the number of customers in attendance! Try to plan the food service activities around others in the community. The incorporation of dinners and school events, which draw parents, has been the most successful method the Busy Bakery has found.

There is a wide range of menus which can be successfully used by a high school food service program. Sample menus are included in the appendices of this guide. These menus are the result of several years of revisions and presentations to the public. Rarely does the class exactly duplicate entire menus from year to year. The availability and cost of groceries, number of students in the program, equipment, etc. have all influenced the menus offered. Experiment with different foods and try several menu combinations. The public will appreciate the variety and will enjoy trying new foods.

There is a problem with time and getting all items completed in two hours. Experience will quickly teach you how many activities to schedule in a short time. Jobs which take two hours in September will be done in one hour by January. There are many ways to organize. The following are some ways that have worked well in the Busy Bakery:

1) Cinnamon rolls and doughnuts can only be done by making a sweet dough which can be refrigerated. Dough is made on Thursday and chilled. Friday, the rolls and doughnuts are rolled out during the first part of the period, allowed to rise for 30-45 minutes and baked, glazed and packaged in the second hour.

2) Maple bars need more time to rise. Occasionally, the Bakery has made maple bars when students are free to come in after lunch. Quick rising of maple bars results in large air pockets in the final product. This was learned the hard way!

3) Cream puffs are a popular item. Shells are made and baked on Thursday, with the filling inserted on Friday. Be sure these are kept chilled until sales time.

4) Cookies are generally no problem. However, if only a few ovens are available for bakihg, the dough can be made one day, chilled overnight and baked during the class period the following day. This also works when there is only one hour available for the class.

5) Dinner rolls are made from a refrigerator dough which can be refrigerated for up to five days.

6) For loaf breads, a quick-rise batter bread or a refrigerator dough can be used to make loaves and still allow sufficient rising time.

7) Pies can be simplified by preparing a rich pastry and freezing it. The dough may be frozen in a ball, or

shells prepared and frozen unbaked. These techniques will be particularly helpful when a large quantity of pies is needed.

8) Cakes are mixed and baked one day, carefully wrapped and then decorated the next day. It's a good idea to have at least one decorated birthday cake in the freezer for those customers who can't seem to remember to order the cake ahead of time. The turnover is usually quick, so freshness is not a problem.

9) For all meals, plan foods which can be broken down into two or three days of preparation. Sauces, salad dressings, frozen desserts and preparation for soups can be done on Monday for the luncheon on Wednesday. In the initial stages of the program, allow for students' inexperience and don't try to do too much in too little time. Experience will ultimately teach the best method.

There are many other ways shortcuts can be incorporated. Oftentimes, it will be the students who come up with the best ways to save time in food preparation. The method(s) finally used depend on the length of the class period, number of students in the program, facilities available for baking and the activities planned. Most groups can work into a comfortable routine which still offers quality products but at a schedule the class can live with.

"How many enchiladas shall we make?" asks Earl as the students begin plans for their Mexican dinner.

"Last year we didn't have enough," comments Ralphenia.

"We shouldn't make so many burritos if we have enchiladas. Everyone wanted enchiladas and the Bakers had to eat the leftover burritos for three days!" recalls Newton as he scribbles a note by the proposed menu on the blackboard.

"I sure wish we could remember how many we made. It would be a lot easier. Why didn't we write it down?" sighs Jackie.

Recordkeeping is a small but vital part of a successful food service program. It is important to keep records of all activities in the program. This helps avoid the situation described above, helps in cost control, makes ordering the next year so much easier and definitely maintains teacher sanity! A system that has worked well for the Busy Bakery is one of preparing a separate file for each of the items that follow. Place copies of all pertinent records in the files. Also note whether there were any problems (source for ordering groceries was too slow, a particular baked item was too expensive to prepare and allowed too little profit, etc.) as well as suggestions and new ideas to try next time.

REQUISITION FILE. Divide into separate folders - groceries, equipment, food service supplies and instructional materials. Include quantity ordered, price, descriptive information (if applicable) and source. This file is very useful when reordering and also when tracing invoices on missing or mistaken orders.

BAKERY ORDERS FILE. Categorize recipes in some way - by food group, type of menu, etc. Type onto dittoes and run quantity copies. The Busy Bakery designates one file drawer for "recipes only". Once given their job assignments, students can go directly to the drawer and get the appropriate recipe. This will save teacher preparation time in assembling all the recipes needed for that day. It also makes it easier to continue the Bakery when the teacher is gone and a substitute takes the class. Assign students the responsibility of keeping the folders in order and the recipe supply sufficient at all times.

ACTIVITY FILE. Use a separate folder for each activity such as Easter, Christmas, Art Fair, School Carnival, etc. Evaluate each activity soon after it is completed and include these notes (criticism as well as good ideas) in the folders. Include students in on the evaluation of each event as they often see problems in their jobs that the teacher may not have noticed.

STUDENT EMPLOYEE FILE. Prepare a separate folder for each student employee. Include all "employment" data in the folder such as time sheets, evaluations, letters of recommendations, etc.

ACCOUNTS RECEIVABLE FILE. Although the Busy Bakery tries to maintain a strict "cash only" procedure, many times organization and agency jobs are funded on a charge basis. These can easily be lost in the correspondence if they are not placed in a separate file.

Besides the filing system, the Busy Bakery keeps a soft ledger of income, expenditures and profits. Since each school district varies regarding financial recordkeeping, it is a good idea to arrange with the principal for the most efficient method of balancing the books. If the bookkeeper is in the community, ask for a monthly list of expenditures. In many schools, groceries are ordered through the administration and delivered without a total price. The bookkeeper can help out with this. Income should be recorded in the ledger after each sale. At the end of the month, the expenditures can be deducted from income and the resulting profit recorded. Keep the system simple so the students can do the books and easily understand the procedures.

Cost control is easy to do once the filing system is in place and the soft ledger is set up. It will quickly become apparent to the workers that wasted food, ruined recipes and carelessness in storing food all cost money. The students will react quickly when they see from the ledger that the losses are absorbed by the student profits. Brainstorm with the student workers for methods of cutting waste, making the most efficient use of groceries on hand and the need for careful work. Awareness and peer pressure work wonders in the reduction of waste and carelessness!

"Do teachers have to wait in line for cookies too?"

"Can my mom get half-price on all her Christmas candy if I'm in the Bakery?"

"We made nine dozen cinnamon rolls today and there are orders for eight dozen. Who gets the rolls - the orders or the after-school sales?"

"The Bank wants us to make four dozen rolls every week. Can they charge or do we need cash each Friday?"

These are some of the questions that may arise with the selling of goods through a school food service program. Most of them have simple, logical solutions. Many can be avoided by the establishment of procedures and policies at the beginning of the school year.

Students should be involved in these decisions. They will be the sales people in most cases and will be explaining the policies to customers. Also, the commitment of the group to the policies will be greater if they have partial "ownership" of the decision. Following are some of the policies which the Busy Bakery uses consistently:

1) All orders must be in by Wednesday of each week to ensure there are enough groceries to prepare the goods.

2) Goods are prepared on Bakery day and the orders are packaged first. Any

remaining baked goods are then sold to the public after school on the bakery days. Many times there are so many orders to fill, there are no baked goods left to sell to the public. However, there is usually enough to satisfy both "markets".

3) Quality control is important to ensure satisfied and therefore, repeat customers. Any item which does not appear to be top quality is put into a "reject" pile. These are divided among the workers at the end of the class.

4) Prices are reduced for cookies or rolls which are smaller than the usual size.

5) All sales are made on a satisfaction guaranteed basis. Any undetected errors in quality result in a refund of the sales price or replacement of the foods on the next Bakery day.

6) Students are not allowed to eat during the times they are preparing food or selling it.

7) Students in the Bakery may purchase items at half-price. Families and friends of bakers are not extended the special price unless the students vote to approve this. Bakers who desire a quantity of goods must place orders so goods packaged for sales are not depleted by hungry workers.

8) All sales are cash with the exception of school staff and Bakery workers. The rationale is that any deliquent payments by staff can be deducted from their salaries by the bookkeeper. Bakery workers are also allowed to charge goods, since they keep the books and are very responsible to repay their debts. The Busy Bakery's experience with charges is that billing becomes very time-consuming and unpleasant. Cash sales are far more efficient. The only exceptions might be for community agencies or organizations with bookkeepers.

If fair and consistent sales policies are used, many problems with customers can be avoided. Students also develop a more mature attitude toward those who serve the public after experiencing that role themselves.

After the initial year or two of the food service program, the profits will increase. There will be more students in the class as the popularity grows and therefore larger projects can be undertaken. Many of the initial purchases will have been made, so a larger sum will be available for other uses. Basically, there are three ways to utilize profits: 1) reinvest the revenue back into the program to purchase more equipment and supplies, 2) finance student participation in career development field trips and 3) pay student employee wages.

REINVESTMENT

In the beginning stages of the program, excess revenue can be used to purchase new equipment and supplies as well as replace existing equipment.

FIELD TRIPS

A good way to use profits is to take the students on field trips related to the area of study. The location depends on the amount of profits and also the number and maturity level of students. In their first year of operation, the Busy Bakery spent three days in Juneau touring bakeries, restaurants and coffee shops. This was a low budget trip which utilized school rates on the ferry system, housing students with friends and relatives and minimal expenses for food and entertainment. As profits increased, the field trips were expanded and the Bakery students ventured as far as Whitehorse and Prince Rupert! Besides being a lot of fun for both the students and teacher, field trips provide many good benefits:

1) Students are exposed to many different types of food service operations including fast food, family restaurants, diners, drive-ins and even elite European cuisine establishments.
2) Students learn about applying for jobs, talking with managers, the amount of salary to expect, basic procedures in restaurants, etc.

3) Students are given a secure opportunity to experience city life quite different from the small town of Hoonah. Museums, tourist sites, post-secondary schools, swimming pools all offer new and exciting experiences for the students.
4) Traveling to Canada provides an opportunity for students to visit another country. For those who have never been outside Hoonah, let alone Southeast, this is a real thrill!
5) Field trips are extremely motivating and students look forward to the trip all year. They work hard throughout the year knowing that their effort will be rewarded with a special trip.
6) Field trips are good public relations for the program especially after everyone hears about all the good activities that occurred during the trip.

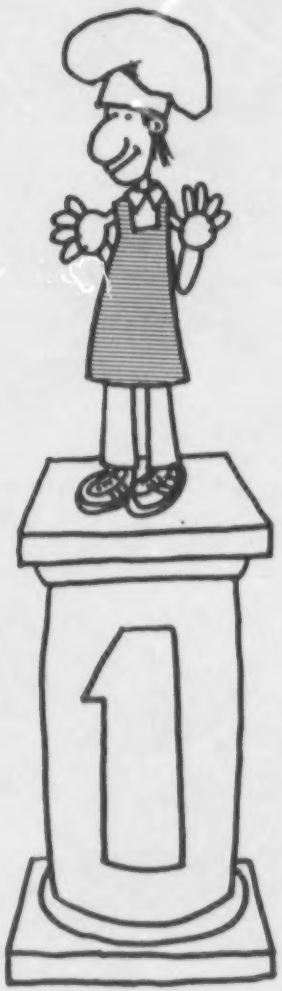
Money is budgeted for student meals and entertainment. Students make many of the decisions about how much to spend for each meal. A nice meal in a good restaurant is always included for its educational value. Often students choose to buy groceries and make sandwiches and use the money they save for an extra trip to the swimming pool or another Mexican dinner.

STUDENT EMPLOYEE WAGES

In years when anticipated earnings were too little for travel, when the group was not ready to travel responsibly or when a large portion of the money was needed for equipment - profits were divided among the students in a revenue sharing plan. At the end of each month, the profit was calculated. Then the total number of student hours worked in the Bakery was computed from the students' time sheets. The total hours worked divided into the profit gave the hourly wage for that month. Each student received a paycheck according to the number of hours she/he worked. This technique is particularly effective when working with students who have irregular school attendance. Be careful to not let the paycheck system develop negative attitudes whereby students expect to get paid for each job done. Address this early on and there should be no problems.

Periodically, Bakery profits are used for "reward" projects such as lunch at the local restaurant or groceries to make a special lunch for the workers. A vote is usually taken to determine what these might be. Surprisingly enough, the students oftentimes vote down the "reward" and decide instead to save the money for a field trip. Students' involvement in the profit decisions teaches them many good lessons about corporate organization, consumerism and the whole process of decision making.

PUBLIC RELATIONS



"Dear Busy Bakery, I thought you might appreciate the writing assignment turned in by one of the elementary children," reads a letter received from one of the teachers. The students gleefully opened the enclosed paper. The letter was very carefully written in a crude but precise cursive style. The message was short but very clear: "When I get big, I'm going to be a Busy Baker!"

Public relations is necessary for the food service program to acquire and keep a good clientele. There are many methods which will suit the purposes quite well. Imagination is your limit, but here are some the Busy Bakery has tried:

* Combine service projects with profit-making activities. Inviting the younger students to come "trick or treat" on Halloween, serving honor roll luncheons and supplying goodies for Open House each quarter are all ways of using the group for service projects. The incorporation of FHA/HERO and VICA activities into the food service program offers valuable benefits along this line also. Students do not always expect to make a profit and enjoy the projects for the satisfaction of offering the service.

* Make catchy greeting signs at Open House to welcome parents and to inform them the food was supplied by the courtesy of the food service class. Whenever service projects are done, it is nice recognition for the students to see their names listed among those thanked for efforts.

* Advertise all sales and services well in advance. People who find out about the Thanksgiving sale the day after it is over will be disgruntled. Use bulletin boards, post office boards, store windows, notices sent home with students, etc. to advertise the events. Inquire at the post office about the costs of bulk mailing permits for non-profit organizations to see if the group qualifies for such a service.

* Liven up interest in the Bakery by offering periodic sales and "freebies". The Busy Bakery has difficulty in making enough cream puffs to meet the demand. Occasionally, the Bakery will advertise "Cream Puff Day" and make enough to saturate the market that day. Bakers' dozen packaging, special prices for quantity purchases and occasional new products will all help keep interest in the Bakery.

* Advertise a "satisfaction guaranteed or your money back" policy and consistently stick to it. Students will make errors and customers will not mind if the policy is used to refund their money when goods are unsatisfactory. Fortunately, this does not have to be used often, but it is a good policy to have when it is needed.

* Have catchy items for students in the group to identify them as part of the food service program. Chef's hats, wildly printed aprons, personalized buttons will all serve to reinforce the students' idea that they are part of a special group. Pride in the class will increase the motivation to do a good job. Younger students will identify the "uniforms" with the food service class and will look forward to the time when they can enroll in the program.

* The annual field trips are an effective promotional technique for students and for the teacher. Parents will support the program when their children return with stories of all their adventures. Other students will anxiously await to enroll in the class after hearing their friends tell about all the fun they had. Upon their return, the students prepare written reports for the school board and in this way, keep them informed of what's happening in the program. It is also a very effective way of maintaining support for the program each year.

* Use the all school awards assembly at the end of the year to promote the program and to recognize the good work of the current students. It is a tradition to present every senior Baker with a Betty Crocker cookbook at the assembly. Combined with that award is a special award for the Outstanding Baker of the year. For humor, try adding joke awards to the seniors such as a baby's bib for the Sloppiest Baker, a giant-sized cookie for the person who loved to make cookies, a poster-sized recipe for the baker who habitually misplaced his/her recipe, etc. The kids love it, and it reinforces the idea that students <u>can</u> have fun while they are learning.

* Work with local businesses as much as possible. The Busy Bakery has a standing order for 4 dozen cinnamon rolls each Friday for a local bank. On other occasions, the stores have requested a quantity of a speciality item for a holiday. These are all good promotions of student work and generate good feelings between the school and community.

SELECTED RESOURCES

Consumer and Homemaking Programs
Program Manager
Career and Vocational Education
Alaska Department of Education
Pouch F
Juneau, Alaska 99811 465-2980

(information and assistance on setting up youth organizations within program - FHA/HERO and VICA - as well as general information on establishing and operating the food service program)

Rural Student Vocational Program
Program Manager
Career and Vocational Education
Alaska Department of Education
Pouch F
Juneau, Alaska 99811 465-2980

(information and assistance on involving students in work experience program)

Southeast Regional Resource Center
538 Willoughby
Juneau, Alaska 99801 658-6806

(vocational education curriculum library is housed in this center - contains textbooks, references and audio visuals that could be used in the program)

Department of Environmental Conservation
Environmental Health Section
Room 1205 MacKay Bldg.
338 Denali
Anchorage, Alaska 99501 274-5527
(moving to new office as of Sept. 1 - new address not known at time of publication)

(sanitation and food safety)

Low Ability

Appleton, Myra. The Second Best Cook In Town, McGraw-Hill.

Boresoff. Nick the Waiter, McGraw-Hill, Webster Division.

Kipness, Jean. Judy the Waitress, McGraw-Hill, Webster Division.

Lerner, L. and Moller, M. The Millers and Willie B., Butcher, Baker, Chef. Follett Publishing Company.

Beginning

Border, Barbara. Food Safety and Sanitation, McGraw-Hill, Gregg Division.

Harris, Ellen. Professional Restaurant Service, McGraw-Hill.

Klain, Peter. Food Service/Lodging English.

Ray, Mary and Lewis, Evelyn. Exploring Professional Cooking, Chas. A Bennett.

Sultan, William. Elementary Baking, McGraw-Hill, Gregg Division.

Second Year

Border, Barbara. Food Safety and Sanitation, McGraw-Hill, Gregg Division.

Cincinnati Public Schools. Exploring Careers in Hospitality and Food Service, McKnight Publishing.

Cornelius, Ethelwyn. Food Service Careers, Chas. A. Bennett.

Crawford, Hallie and McDowell, M. Metric Workbook for Food Service/Lodging, Cahners Books International, Inc.

Folsom, L.A. The Professional Chef, 4th Edition, Cahners Books Internationa, Inc.

Klain, Peter, Food Service/Lodging English.

Viellella, J. The Hospitality Industry - The World of Food Service, McGraw-Hill.

Learning Packages

Ser-Vo-Tel Institute, Food Service Career Education Series, Cahners Publishing Co., 89 Franklin St., Boston, MA 02110.

REFERENCE BOOKS

Aiken, B.R. The Waiter/Waitress Manual, McGraw-Hill.

Amendala, J. and Lundberg, D. Understanding Baking, Cahners Books International.

Barrows, A.B. Everyday Production of Baked Goods, Cahners Books International.

Blair, E. Mini-Meals for Food Service Menu Planning, Cahners Books International.

Blair, E. Salads and Salad Dressings, Cahners Books International.

Dahmer, S. and Kahl, K. The Waiter and Waitress Training Manual, Cahners Books International.

Folsom, L.A. The Professional Chef, 4th Edition, Cahners Books International.

Fowler, S.F., West, B.B. and Shugart, G.S. Food for Fifty, John Wiley and Sons.

Kotschevar, L.H. Quantity Food Production, Cahners Books International.

Modern Cake Decorating, Wilton School of Cake Decorating, Wilton Enterprises.

Visick, H.E. and Van Kleek, P. Menu Planning: A Blueprint for Better Profits, McGraw-Hill, Gregg Division.

Waldner, G. and Mitterhauser, K. Professional Chef's Book of Buffets, Cahners Books International.

Wilkenson, J. and Amendala, J. The Professional Chef's Baking Recipes, Cahners Books International.

Wood, M.S. and Harris, K.W. Quantity Recipes from Meals for Many,Cahners Books International.

INSTRUCTIONAL MATERIALS SUPPLIERS

Better Homes and Gardens Books (cookbooks)
1716 Locust St.
Des Moines, IA 50336

Butterick Publishing Company (food service filmstrips)
708 Third Ave.
New York, NY 10017

Cahners Books International (food service texts and references)
221 Columbus Ave.
Boston, MA 12116

Chas. A. Bennett (food service texts)
809 Detweiller Drive
Peoria, IL 61614

Corning Glass Works (food service teaching aids)
411 Creekside Drive
Tonawanda, NY 14150

The Learning Resources Center (food service films and filmstrips)
The Culinary Institute of America
North Road
Hyde Park, NY 12538

McGraw-Hill (food service texts)
Gregg & Webster Divisions
8171 Novato, CA 94947

McKnight Publishing Company
Box 2854
Bloomington, IL 61701

(food service text)

Nasco
1524 Princeton Ave.
Modesto, CA 95352

(food service teaching aids)

National Educational Media
15760 Ventura Blvd.
Encino, CA 91436

(food service filmstrips and slides)

National Restaurant Association
Educational Materials Center
1530 Lake Shore Drive
Chicago, IL 60610

(food service films and filmstrips)

Sunset Books
Lane Publishing Co.
Meno Park, CA 94025

(cookbooks)

Western Publishing Company
150 Parish Drive
Wayne, NJ 07470

(cookbooks)

(Betty Crocker's cookbooks)

Wilton Enterprises
2240 W. 75th St.
Woodridge, IL 60515

(cake decorating references)

FOOD SERVICE EQUIPMENT SUPPLIERS

Alaska Services
1421 W. 56th
Anchorage, AK 99502

(food service and restaurant equipment)

Brodie-Dohrmann, Inc.
5720 "B" St.
Anchorage, AK 99502

(food service and restaurant equipment)

Boxer Marcus
438 NW Broadway
Portland, OR 97209

(institutional equipment, disposable items, etc.)

Calico Industries
PO Box 129
Centuck Station
Yonkers, NY 10710

(utensils, pans, towels, large industrial equipment)

Corning Glassworks
400 Creekside Drive
Tonawanda, NY 14150

(plates and bowls)

Edward DON & Company
2500 South Harlem Ave.
North Riverside, IL 60546

(institutional equipment, disposable items, etc.)

General Electric
1285 Boston Ave.
Bridgeport, CT 00602

(small appliances)

Litton Microwave
PO Box 985
Maple Plain, MN 55357

(microwave ovens and microwave cookward)

Maid of Scandinavia
3244 Raleigh Ave.
Minneapolis, MN 55416

(speciality baking pans and cake decorating supplies)

Nasco
1524 Princeton Ave.
Modesto, CA 95352
(utensils, cookware, dishes, etc.)

Norelco
100 E. 42nd St.
New York, NY 10017
(small appliances)

Oster
5055 N. Lydell Ave.
Milwaukee, WI 53217
(small appliances)

Rival Manufacturing Company
36th and Bennington
Kansas City, MO 64129
(small appliances, cookware, utensils, etc.)

Revere Copper and Brass, Inc.
Dept. Fs79
Clinton, IL 61727
(cookware)

Sunbeam Corporation
5450 W. Roosevelt Rd.
Chicago, IL 60650
(small appliances)

Wearever
Alcoa Center
New Kensington, PA 15069
(cookware)

Westinghouse Electric Company
246 E. 4th St.
Mansfield, OH 44902
(small and large appliances)

Wilton Enterprises
2240 W. 75th St.
Woodridge, IL 60515
(specialty baking pans and cake decorating supplies)

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GROCERY SUPPLIERS

Acme Provisioners
PO Box 80525
Seattle, WA 98108

Alaska Bush Supply
SRA Box 595
Anchorage, AK 99507

Alaska Grocery Shippers
Box 3-246 ECB
Anchorage, AK 999501

Anchorage Cold Storage
Box 39
Anchorage, AK 99510

Cudahy Foods Company
PO Box 3545
Seattle, WA 98124

Frontier Cache
Box 4-1301
Anchorage, AK 99509

Grocery Boys
3929 Mt. View Drive
Anchorage, AK 99504

Interior Shipping
6437 Ashwood St.
Anchorage, AK 99507

Lindy's
Box 1286
Fairbanks, AK 99707

Northland Hub
Box 408
Fairbanks, AK 99701

Pacific Fruit and Produce
4103 2nd. Ave. South
Seattle, WA 98124

Perry Brothers
900 Powell Ave. SW
Renton, WA 98055

Prairie Market
1545 W. Northern Lights
Anchorage, AK 99504

Produce Wholesalers
Box 4-1419
Anchorage, AK 99509

Quality Meats
Box 1067
Fairbanks, AK 99707

Sea Mart
Box 5377
Ketchikan, AK 99901

APPENDICES

APPENDIX A

WELCOME TO THE HOONAH HUT

SPONSORED BY THOSE FABULOUS BUSY BAKERS

OUR MENU:

PIZZA

HAMBURGER PIZZA.....75¢ per slice
Hamburger pizza just the way you like it, with plenty of hamburger, olives, onions, green pepper, mushrooms, American and Mozzarella cheese and our speically seasoned sauce, all on a crust you would not believe!

SALADS

TOSSED SALAD.....75¢ per bowl
Tossed green salad just the way you like it with a choice of our Homemade dressing! Lettuce, tomatoes, red cabbage, green pepper, cheese, sunflower seeds, radishes, eggs and topped with our Homemade croutons!

SALAD DRESSING:

Our speciality; all are homemade!

FRENCH DRESSING
THOUSAND ISLAND DRESSING
BLEU CHEESE DRESSING
ITALIAN DRESSING

DESSERTS:

STRAWBERRY SHORTCAKE.....$1.00
A Bakery special made with FRESH STARWBERRIES!

CHOCOLATE MINT TORTE.....$ .75
An elegant, dessert; made of chocolate cake separated with layers of chocolate mint and whipped cream!

CHOCOLATE CHEESECAKE.....$ .75
A velvety chocolate with sour cream filling makes this dessert special!

BEVERAGES

COFFEE.....$ .20

TEA.....$ .20

ICED TEA.....$ .20

RASPBERRY PUNCH.....$ .20

THANK-YOU!

CORPORATION LUNCHEON MENU

SOUPS:

Vegetable Beef
Split Pea with Ham

SANDWICHES:

Choice of wheat, white, pumpernickel or rye homemade bread

Egg Salad
Ham
Corned Beef
Tuna Salad
Turkey

SALADS:

Potato Salad
3-Bean Salad
Macaroni with Ham
Gelatin Salad

DESSERTS:

Apple Crisp with Dream Whip
Cherry Angle Food Cake with Cherry Topping
Heavenly Chocolate Cake

BEVERAGES:

Juice
Coffee
Tea
Iced Tea

This was our largest meal. We were catering a large workshop for lunch. More people arrived than were expected, and we ended up serving almost 300 people!! We did not run out of food, fortunately, but it was close! It turned out wonderfully, and the Bakers received many nice letters from the customers. All food was served from a buffet line, and the serving went quite smoothly for such a large crowd.

ADVISORY COMMITTEE MENU

Pizza Bread
Tossed Salad
Vegetable Relishes
Mint Frangoes

STAFF LUNCHEON MENU

Split Pea Soup
Cottage-Wheat Rolls w/ Butter
Sunset Salad
Sweet Potato Cake w/ Cream Cheese Icing
Beverage

CHINESE MENU

Beef Subgum Chop Suey
Fried Rice
Egg Foo Yung
Fortune Cookies
Tea

WELCOME TO LA HACIENDA
Home of the Muy Bein Bakers!!

Dinner #1	Dinner #4	Dinner #3
1 Taco	Tostada with	2 Tacos
1 Enchilada	Guacamole	Refried Beans
Mexican Rice	Mint Frango	Mexican Rice
Mint Frango	Beverage	Mint Frango
Beverage	$4.75	Beverage
$4.75		$4.75

NACHO APPETIZERS.....$1.50
Flour tortillas fried crispy and covered with melted cheese. Jalopeno peppers added upon request.

TORTILLAS with BEAN DIP..$2.00
Crispy tortillas served with hot bean dip to whet your appetite.

TACOS,.....$1.25
Only as you like them with a corn tortilla, seasoned hamburger, cheese, lettuce, tomatoes and onions!!

TOSTADAS with GUACAMOLE..$4.00
A Busy Baker special-flour tortilla, refried beans, seasoned hamburger, cheese, lettuce, tomato, onion, topped with our special Guacamole!!

CHILI ENCHILIDAS.....$2.00
Chili, onions, sour cream, olives surrounded by spicy enchilda sauce!!

REFRIED BEANS.....$ .75
Kidney beans, spiced to perfection with onions and cheese and just enough butter!

SPANISH RICE.....$ .75
Fluffy rice seasoned with bacon, green peppers, tomatoes and onions!!

CHILE CON CARNE.....$1.25
A bowl of steaming chili, full of onions, spicy hamburger and beans.

DESSERT
Mint Frango.....$ .75
Whipped mint-flavored chocolate with a graham cracker crust topped with whipped cream and a cherry!

Cheesecake
Plain.....$ .65
Cherry topping.....$ .85

BEVERAGE
Iced tea.....$.20
Hot tea.....$.20
Coffee.....$.30
Punch.....$.30

MUCHAS GRACIAS!!!!!!

WELCOME TO THE *"HOONAH-HUT"*

Our Menu:

PIZZA! PIZZA! PIZZA!

Deluxe Hamburger Pizza ..... 75¢

Hamburger, Mushrooms, Green Pepper, Onions, Olives, American and Mozzarella Cheese on a Seasoned Sauce

****

Deluxe Sausage Pizza ..... 75¢

Sausage, Mushrooms, Green Pepper, Onions, Olives, American and Mozzarella Cheese on a Seasoned Sauce

****

Deluxe Pepperoni Pizza ..... 75¢

Pepperoni, Mushrooms, Green Pepper, Onions, Olives, American and Mozzarella Cheese on a Seasoned Sauce

BEVERAGES! BEVERAGES! BEVERAGES!

Raspberry Punch ..... 20¢
Coffee ..... 20¢
Tea ..... 20¢

SALADS! SALADS! SALADS!

Country Style Salad ..... 75¢

Lettuce, Tomatoes, Radishes, Celery, Carrots, Red Cabbage, Eggs, with Homemade Croutons.

Also, homemade salad dressing:

Thousand Island - French - Italian - Bleu Cheese

****

Gelatin-Fruit Salads ..... 50¢

Raspberry Jell-o, Marshmallows, Fresh Raspberries, Whipped Cream

DESSERTS! DESSERTS! DESSERTS!

Lemon Meringue Pie ..... 75¢
Banana Cream Pie ..... 75¢
Chocolate Delight ..... 75¢

OR

Heavenly Chocolate Cake ..... 40¢

THANK YOU FOR COMING!!!!

APPENDIX B

PIZZA DINNER ASSIGNMENTS

1. CASHIER: This person will sit at the door. The duties are - total up customers' bills CORRECTLY, count all customers, and keep track of all the customers' receipts.

2. WAITER/WAITRESS: These people will be the busiest. They will greet customers at their tables after they have chosen their seats. They will take their orders, record them on the guest checks, and take the orders to the kitchens. They will then serve the beverages and the salads if the orders will take a few minutes.

   While customers are eating, check back with them to see if they need anything else. Be sure to add additional pizza or other food ordered to their checks. Coffee may be refilled once with no extra charge.

   At the end of the meal, thank the customers for their patronage.

3. HEAD WAITRESS: This person has the job of being in charge of all the orders. Her duties are to make sure that all orders are being taken care of and filled promptly and efficiently.

4. SALAD SERVER: This person is to keep the salads ready to go. The tossed salads should be served into the bowls and just need to have dressings added when orders come in. Be sure to add the right dressing.

5. BEVERAGE AND DESSERT PERSON: This person will work in Unit 1 and is responsible for keeping the beverages and desserts moving and ready to go. Have just one pie of each type out of the frig at once, the rest should be kept in the frig until needed. If you have some slack moments, you may help the busperson if it is needed.

6. PIZZA PEOPLE: These people will be the most vital, perhaps. They are responsible for keeping the pizzas hot and ready to go. Be sure the pizzas are hot when served - not lukewarm. The microwave may be used if necessary to be sure they are all at the proper temperature.

7. BUSPERSON: This person has the job of keeping the tables ready to go at all times. Tables should be cleared as soon as customers have left. Paper products are to be thrown away, and used silverware can go in the dishwater in the serving cart. Immediately set the table up with silverware for the next customer. There are times when you will really have to move quickly. If you are waiting for people to leave, you may help others with their duties.

EVERYONE SHOULD BE FLEXIBLE....IF THERE ISN'T A NEED FOR YOUR JOB, YOU SHOULD LOOK FOR WHAT NEEDS TO BE DONE - NO ONE SHOULD BE SITTING WITH NOTHING TO DO. THE CLEANER THE KITCHENS ARE KEPT DURING THE DINNER, THE SOONER YOU MAY LEAVE FOLLOWING THE DINNER.....

BUSY BAKERS' BAKERY PRODUCTION

Date: _____

Event: _____

Menu Items	Selling Price	Portions Made	Amount Sold	Food Expense	Portion Cost

Income from Sales: _____

Total Expenses of Preparation: _____

Profit: _____

Number of Customers Served: _____

Baker completing Production Report _____ Date _____

RECIPE COST ANALYSIS

Name of recipe_____

Student computing cost_____

Ingredients	Amount needed	Unit A/P	Unit Cost	Total Cost

TOTAL COST OF RECIPE_____

Size of serving_____ Number of servings_____

Cost per serving_____ = total cost of recipe divided by number of servings

Selling price per serving_____ Quantity Price?_____

GROCERY REQUISITIONS

ITEMS NEEDED	QUANTITY	UNIT	DATE/WORKER
Dairy Products:			
Meat, Fish, Poultry, Eggs:			
Fresh Produce:			
Canned and Frozen Foods			
Cereals, Breads, Grains			
Cleaning Supplies:			
Miscellaneous:			

ORDERS TO BE FILLED:

COOKIES

Chocolate Chip:

Peanut Butter:

Oatmeal -

w/raisins & nuts:

w/raisins:

plain:

Brownies -

w/raisins:

plain:

Other:

PIES

Lemon:

Apple:

Pumpkin:

Banana Cream:

Other:

BREADS

Banana Bread:

Carrot:

Wheat:

White:

Other:

CAKES

Carrot Cake:

Plain Cake:

Decorated Cake:

Eclairs:

Cream Puffs:

Cinnamon Rolls:

Butterscotch:

Doughnuts -

Glazed:

Frosted:

SPECIAL ORDERS

THE HOONAH DELI

SANDWICHES

___ Plain(mayo & lettuce)

___ Deluxe (3 or more fixings)

Outside...

___ white

___ whole wheat

___ rye

___ pumpernickel

Inside...

___ ham

___ turkey

___ corned beef

___ tuna salad

___ egg salad

Fixings...

___ mayo ___ lettuce ___ cheese

___ mustard ___ cheese ___ pickles

___ horseradish ___ onions

In addition...

___ soup 75¢

___ tossed green salad 80¢

___ macaroni salad 80¢

___ gelatin salad 50¢

For afterwards...

___ pineapple upside-down cake 50¢

___ carrot cake 50¢

___ chocolate cake 50¢

Something to drink?

___ coffee 30¢

___ tea 30¢

___ punch 25¢

NAME_____

TIME TO BE PICKED UP_____

TOTAL_____

FRESH FROM THE OVENS OF THE BUSY BAKERS' BAKERY:

COOKIES

☐ Chocolate Chip	$1.25/dozen
☐ Peanut Butter	$1.25/dozen
☐ Snickerdoodles	$1.25/dozen
☐ Oatmeal - plain	$1.25/Dozen
☐ " w/raisins	$1.50/dozen
☐ " " and nuts	$1.75/dozen
☐ Brownies	$1.50
☐ " w/nuts	$2.00
☐ Rice Krispie Bars	$1.50/dozen

BREADS

☐ Banana Bread	$2.00/loaf
☐ Dinner Rolls Cresent Cloverleaf Pan Rolls Assorted	$1.25/dozen CIRCLE ONE
☐ Raisin Bread	$1.50/loaf
☐ Wheat Bread	$1.25/loaf
☐ White Bread	$1.25/loaf
☐ Other:	

PASTRY

☐ Butterscotch Rolls	$2.25/dozen
☐ " w/nuts	$2.75/dozen
☐ Cinnamon Rolls	$2.25/dozen
☐ " w/nuts & raisins	$2.75/dozen
☐ Doughnuts - glazed	$2.25/dozen
☐ Doughnuts - frosted	$2.75/dozen

PIES

☐ Fresh Apple	$4.50
☐ Banana Cream	$4.00
☐ Lemon Meringue	$3.75
☐ Pumpkin	$3.75
☐ Cherry	$4.50
☐ Other:	

CAKE

☐ 9 x 13 cake flavor_____ frosting_____	$3.75
☐ Decorated 9 x 13	$4.50
☐ Carrot Cake - 9 x 9 (cream cheese frosting)	$3.50
☐ Plain Cheesecake	$3.75
☐ Fruit Cheesecake	$4.50

Customer's Name _____

Date Wanted _____ Total Amount _____

BUSY BAKERS' BAKERY Makes

Your THANKSGIVING A Breeze!

BREADS:

☐	Holiday Cranberry Muffins	$2.00 per dozen
☐	Perfect Pumpkin Muffins	$2.00 per dozen
☐	Dinner Rolls	$1.25 per dozen

___ Crescent Rolls
___ Cloverleaf Rolls
___ Pan Rolls

Check any shape desired - You may mix shapes

PIES:

☐	Pumpkin Pie	$3.50
☐	Mincemeat Pie	$4.00

Orders placed after Monday, November 20, will be filled on a first come, first served basis. Order <u>early</u> to avoid the rush!

All goods must be picked up by 3:30, November 20.

Name _____ Phone _____

Total Amount _____

"...VISIONS OF SUGARPLUMS - IT'S CHRISTMAS TREATS!"

SWEETS FOR THE SWEET:

☐	Rocky Road Candy (chocolate-nuts-marshmallows)	$3.50 per lb.
☐	Fudge with nuts	$4.00 per lb.
☐	Fudge without nuts	$3.50 per lb.
☐	Peanut Brittle	$3.25 per lb. $1.75 per lb.
☐	Divinity Variety flavored or plain	$1.50 per package of 12
☐	Chocolate Dipped Peanut Butter Balls	$1.50 per dozen
☐	Assorted Gift Box Candy (wrapped and decorated)	$6.00 per 1-1/2 lb. LIMITED SUPPLY
☐	Christmas Bread (decorated bread with fruits)	$2.00 per loaf
☐	Russian Teacakes	$1.50 per dozen
☐	Decorated Christmas Cookies	$1.50 per dozen
☐	Rosettes	$2.00 per dozen
☐	"Holly" Cakes	$1.75 per half dozen
☐	Spritz in holiday shapes	$1.50 per dozen
☐	Assorted Cookies in Gift Box Set A Bakery Special: For those on your gift list - wrapped and decorated for you!	$3.00 per box 2 dozen assorted cookies

THANK YOU AND HAVE A MERRY, MERRY CHRISTMAS FROM THE SUGARPLUM ELVES!

Name _____

Date Wanted _____

Phone _____

Amount _____

Call the High School Office, 6-3611, to place your order, or bring to the home economics room. Orders should be placed NOW to be sure we have room for your order. Christmas goodies may be picked up by December 19-21.

Mail orders may be received earlier by special request.

APPENDIX C

NAME _____

FOOD SERVICE WEEKLY EVALUATION

Trait	Degree of Progress	Points
1. Effort put into work	unusual (5) hard worker (4) average (3) poor (1)	_____
2. Initiative - Do you do things that need to be done or do you wait for someone else to do the extra?	always (5) usually (4) sometimes (3) rarely (1)	_____
3. Appearance - Do you dress like a food service worker? Apron? Hair out of the way? Clean hands?	very neat (5) clean (4) needs improvement (3) poor (1)	_____
4. Work habits	excellent (5) very good (4) average (3) poor (1)	_____
5. Practices safety	always (5) usually (4) sometimes (3) rarely (1)	_____
6. Reliability - Can we count on you?	very high (5) usually reliable (4) sometimes (3) rarely (1)	_____
7. Perseverance - Do you keep with your work or do you mess around?	unlimited (5) high (4) ample (3) weak (1)	_____
8. Accepts criticism - Do you learn from errors or do you get mad if you are corrected?	readily (5) indifferent (3) reluctantly (2) rejects (1)	_____
9. Follows directions	readily (5) usually (4) seldom (2) never (0)	_____
10. Accuracy of work - Do you try to do things right or just try to get your jobs out of the way?	high (5) very good (4) fair (3) careless (1)	_____
11. Attendance	excellent (5) good (4) fair (3) poor (0)	_____

COMMENTS:

FOOD SERVICE QUARTER EVALUATION

Name_____ Quarter_____

	Exc.	Good	Fair	Poor	Not Done
1. Completed all written work accurately and on time.					
2. Written spelling tests showed effort and improvement.					
3. Took responsibility for cleaning all work areas <u>without</u> being constantly supervised.					
4. Attended class regularly and on time.					
5. Worked cooperatively with teachers and students.					
6. Used initiative to complete duties that need to be done, even if they are not specifically assigned to you.					
7. Used proper cooking skills in Bakery preparation.					
8. Behaved as a proper food service employee during all dinners, luncheons and Bakery operations.					
9. Used proper safety and sanitation habits.					
10. Showed a positive attitude.					
11. Took equal share in selling after school and at evening functions. Bakery seller _____ times this quarter.					
12. Weekly evaluations: Average score_____ Grade_____					
13. Written Grade_____ Number of missing assignments_____					
14. Test Grade_____					

COMMENTS:

Final Student Evaluation

This evaluation is for the purpose of measuring the growth of each student during the year. Each area will be judged on a range of 0-10. 10 is the highest score, and 0 shows those areas which need some immediate attention.

Score yourself in the student column by placing the number which best describes your work for each item.

Skill	Student Score	Teacher Score
1. Student has good attendance. We can depend upon you being in school and on time each day.		
2. Student uses the proper equipment, and operates it in the proper manner.		
3. Student returns all equipment to the proper storage place, in clean condition.		
4. Student works in a variety of areas, and does not always select "easy" task.		
5. Student completes each job accurately and completely.		
6. Student is able to work without constant supervision.		
7. Student's work is fast and efficient.		
8. Student completes jobs which need to be done, eve if not specifically assigned.		
9. Student accepts criticism well, and benefits from suggestions.		
10. Student works well with other students and with the teacher.		
11. Student shows a polite, considerate attitude while working in the Bakery.		
12. Student willingly takes turns selling after school or at other events.		
13. Student works extra time as needed to complete special sales.		
14. student contributes to a pleasant, productive Busy Bakery program.		

TOTAL POINTS--140 possible

FOOD SERVICE QUARTERLY EVALUATION

Name_____ Class_____

1) How would you rate this class overall? Circle one answer.

Excellent Good Fair Poor

2) How would you rate your behavior in this class? Circle one answer.

Excellent Good Fair Poor

3) How much do you feel you learned this quarter in class?

A Lot Some A Little None at All

4) How interesting were the subjects you have worked on in the Home Economics area?

Very Interesting Okay Not Bad Boring

5) Do you approve of bonus payments and deductions for good and poor work? Why or why not?

6) What suggestions do you have for improving the class?

7) How would you rate yourself on doing your share to keep the kitchens clean?

Excellent Okay, but I could do more

Fair, I avoid as much as possible Poor

8) How would you rate yourself on preparation of the baked items below?

Excellent = E Good = G Fair = F Poor = P

Maple Bars_____	Pies_____	Brownies_____
Bread_____	Cream Puffs_____	Doughnuts_____
Cakes_____	Cinnamon Rolls_____	Cookies

PARENT EVALUATION

Dear Parent:

We would appreciate your comments and evaluation of the high school class, The Busy Bakers' Bakery. These may be unsigned, we are concerned with your comments, not with your name.

Please return this evaluation to Nicki Shelton at the high school. Thank you very much for your participation in this evaluation.

1. How much do you feel your son/daughter has learned in the Busy Bakery this year?

   A lot____ Some____ A little_____ None_____

   Comments:

2. How often does your student use his/her cooking skills at home in an average week?

   5-7 time per week____ 3-4 time per week____ 1-2 times____

   Once in a while____ Not at all____

3. Do you feel your son/daughter has gained more responsible attitudes toward work and holding a job as a result of this course?

   Yes____ No_____

   Comments:

4. Was the time your son/daughter spent in The Busy Bakery worthwhile?

   Yes_____ No____ Comments:

5. Do you feel your student benefited from participating in the field trip to Whitehorse? Yes_____ No_____ Comments:

6. Are there areas you would like to see covered in the Bakery which weren't taught this year?

7. Are there any changes you would recommend for the Busy Bakery?

8. Please use the space below to make any comments about the Busy Bakery Program. All comments are appreciated.

STUDENT TIME SHEET

STUDENT NAME _____

DATE	TIME	JOB PERFORMED (If you worked in a group, name the others.)

STUDENT PROGRESS CHART
assignments

STUDENT'S NAME	Can You Read a Recipe?	Kitchen Math #1	Cooking Terms	Measuring Mix-Ups	etc.	etc.	etc.							

STUDENT ACTIVITY CHART
activities & events

STUDENT'S NAME	Carnival Booth	Honor Roll Lunch	Pizza Dinner	Thanksgiving Sale	Christmas Art Show	Bakery Concession	Christmas Sale	Bakery Days present	Bakery Days absent	After school sales	etc.	etc.	etc.	